

ACADEMIC PROGRAM REVIEW MANUAL

Spring 2025 Version



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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 [Texas Administrative Code Rule 2.181](#). 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 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 it 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 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 Texas Administrative Code Rule 2.181.

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 prepare for their accreditors. These include an 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 for Institutional Effectiveness and Reporting 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 is also a resource for help to resolve issues that may arise during course of 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 scheduled discussion 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 five 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 Texas Administrative Code Rule 2.181 and UTA Policy AA-PRA-PO1. These reviews include both degree and certificate programs. Programs will either undergo review conducted by to a process overseen by the UTA provost, Program Review Committee, and an assigned Program Review Team, or a rigorous review by an accrediting agency in accordance with the accreditor's review guidelines. Programs that undergo review by UTA will be reviewed as described below. In accordance with 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.

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 Texas Higher Education Coordinating Board (THECB) by a deadline set by their 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 below. 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 outline of the program self-study provided below. The 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 Analysis 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 that will initially consist of two UTA faculty members who are not affiliated with the program. The Program Review Team 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 qualified external reviewers:** Details of the recruitment process are contained in the [External Reviewer Selection Process](#) (Appendix B) guide. The program will use the [External Reviewer List and Ranking](#) (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 Program Review Team 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 [UTA Program Review 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 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. It must also discuss plans to implement actions recommended in or stimulated by that report. There are no other format or content requirements, and no sample report template is available. 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 and the program response. The program may wish to amend their response to the reviewers' comments considering this discussion.
12. **Submission to UT System/Texas Higher Education Coordinating Board:** When the above steps are completed, the provost's Office will approve submission of required documentation to the UTS/THECB by the Office of Institutional Effectiveness and Reporting for their review and comment. Those comments will be shared with the academic dean and program.
13. **Follow-up:** One-year and again five 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. Programs undergoing such reviews are not reviewed under the UT Arlington APR process. Instead, these programs will submit materials to the provost that were prepared for their accreditors. The following outlines the major steps in the program reviews conducted in compliance with external accrediting agency review requirements.

1. **Notification of Upcoming Program Review:** Each program undergoing program is notified by the provost's office of their up-coming program review 9-12 months prior to the anticipated date of the review by the accrediting agency.
2. **Reports and Documentation for Accrediting Agency:** The program prepares and submits all reports and supporting documentation required by accrediting agency to that agency. These reports include a detailed Self-Study of the program.
 - a. These documents must also be sent to the provost and academic dean.
3. **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.
4. **Departmental Response to Accreditor Review:** The department is expected to submit a response to the review provided by the accrediting agency to the provost discussing points of agreement or disagreement with the observations and conclusions of the reviewers. It must also include a discussion of plans to implement actions recommended in or stimulated by that report.
5. **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:
 - a. The program's self-study required by the accreditors with an executive summary.
 - b. A description of areas where the accrediting agency's standards are met successfully, areas that the accrediting agency concluded require improvement and areas the accrediting agency may have indicated may offer new opportunities for the program in the future. An executive summary of those findings may be needed to highlight their key observations and conclusions. If so, the program must prepare it.
 - c. A narrative response by the program to the report of the accrediting agency that highlights areas of agreement, disagreement and identifies plans for improvement. This must be submitted with the accrediting agency report or prepared executive summary of that report. Both are due approximately 30 days of receipt of the accrediting agencies report on the program.
6. **Review and Discussion:** The department will meet with their academic dean and provost to review the self-study prepared for the accrediting agency, 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 considering this discussion.
7. **Reporting to the Texas Higher Education Coordinating Board:** 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 THECB review and comment. Those comments will be shared with the academic dean and program.
8. **Follow-up:** One-year and again five 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 2025-2026 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

2025-2026

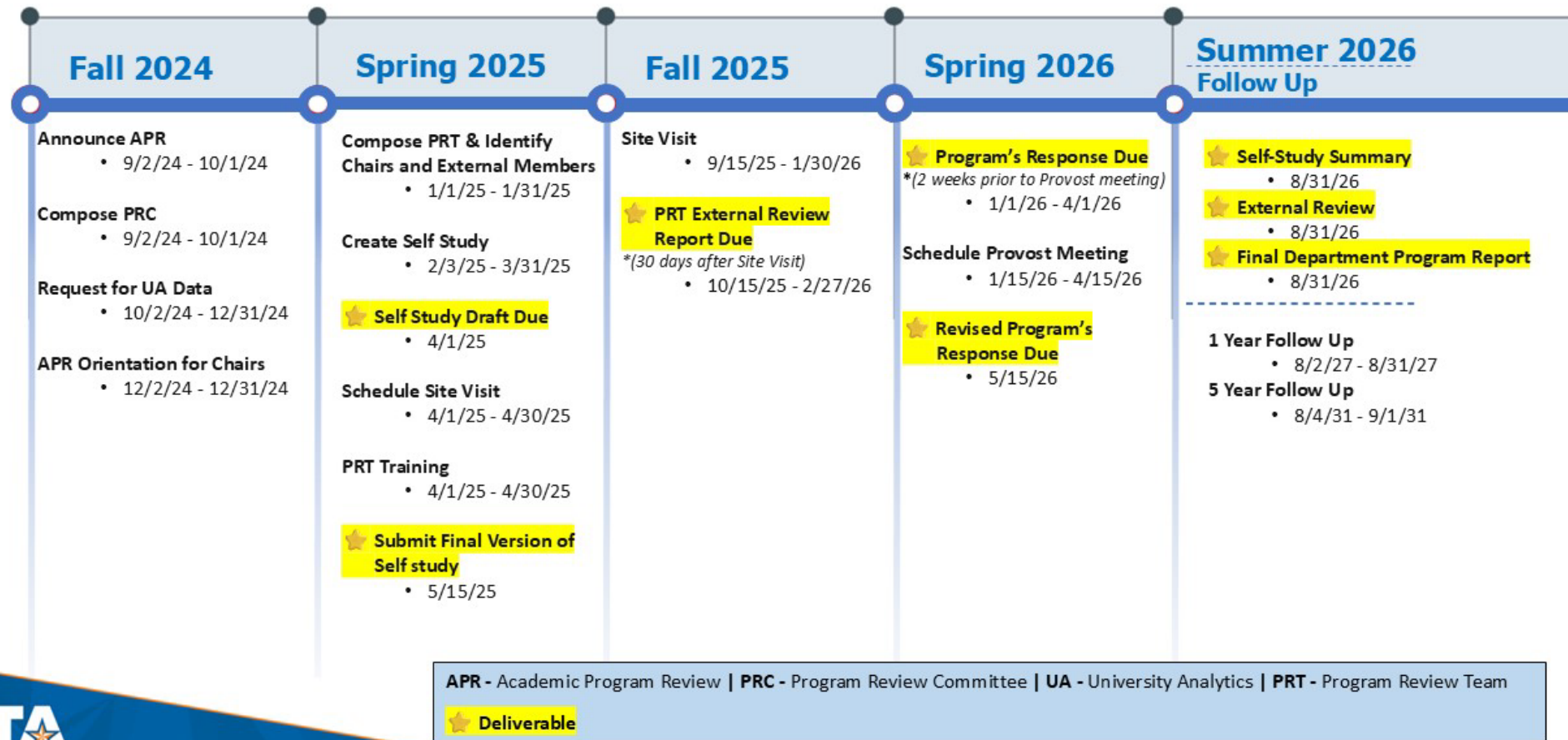


Figure 1. Academic Program Review Timeline for Reviews to be Conducted for Academic Year 2025-2026.

Table 1. Academic Program Review Tasks and Deliverables Detail

Timeframe	Program Review Tasks and Deliverables
January 1-31 st	<p>Compose Program Review Teams (PRT)</p> <ul style="list-style-type: none"> • UTA members of each PRT select chair and inform PRC chair of choice. • PRT meets with program, discusses review, tentative dates for on-site review, and identifies possible external reviewers. • Use External Reviewer List and Ranking Form to list 3-6 potential external reviewers and submit to obtain approval from PRC Chair.
February 1 st	<ul style="list-style-type: none"> • Begin program Self-Study (department chairs and faculty).
February 1 st – 15 th	<ul style="list-style-type: none"> • PRT chair contacts external reviewers, describes process, general time frame, travel arrangements, compensation, etc. • PRT chair supplies external reviewers with a copy of the <i>Program Review Manual</i> and Conflict of Interest Attestation Form (Appendix G).
February 15 th – 28 th	<ul style="list-style-type: none"> • PRT chair receives external reviewer's agreement to serve, signed copy of the Conflict of Interest Attestation Form, current vita, and contact information.
March 1 st	<ul style="list-style-type: none"> • PRT chair sends signed copy of the Conflict of Interest Attestation Form, current vita and contact information to PRC chair. • PRT chairs assures that external reviewer contact information has been received by the administrative assistant in the department being reviewed.
April 1 st	<ul style="list-style-type: none"> • Self-study draft due and submitted to academic dean and PRC chair. • PRC chair distributes self-study draft to vice provost for academic affairs for review.
April 1 st – 30 th	<p>Schedule On-site Review</p> <ul style="list-style-type: none"> • PRT and department finalize specific dates for on-site review and visitation schedule (daily itinerary of meetings during the on-site review) • 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. • Site visits are to occur September 15th through January 30th.
April 1 st – 30 th	<ul style="list-style-type: none"> • PRT training (conducted by PRC chair)
May 15 th	<ul style="list-style-type: none"> • Final version of self-study due to PRT chair.
4 weeks (or more) prior to site visit	<ul style="list-style-type: none"> • Finalized schedule of PRT on-site review provided to programs, provost's office, academic deans, PRC chair, and external members of the PRT.

4 weeks (or more) prior to site visit	<ul style="list-style-type: none"> • After review of the final draft of the Program self-study by the academic dean, program provides final copy to PRT chair who distributes it to the PRT members (including external members, PRC chair, academic dean, and provost). • PRC chair forwards report to the vice provost for academic affairs and associate vice provost for IER.
September 15 th - January 30 th	<ul style="list-style-type: none"> • Conduct on-site program review.
30 days after site visit (October 15 th -February 28 th)	<ul style="list-style-type: none"> • The PRT report, 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 and 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. • Corrections are to be returned to the PRT chair within one week. • 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. • PRC chair will forward report to the vice provost for academic affairs and associate vice provost for IER.
2 weeks prior to Provost meeting (January 1 st – April 1 st)	<ul style="list-style-type: none"> • The program chair creates the program response to the PRT report and submits it to the PRT chair. The chair distributes the response directly to academic dean, provost, and PRC chair.
May 15 th	<ul style="list-style-type: none"> • Revised program response due
August 31 st	<ul style="list-style-type: none"> • IER submits program self-study summary, PRT report, and the institutional response to the PRT Report to UTS/THECB.
1 st year following completion of Program Review (August 1 st – 31 st)	<ul style="list-style-type: none"> • 1-year Follow Up - Department, academic dean, and provost and/or vice provost for academic affairs meet to discuss progress on responses to recommendations developed during program review.
5 th year following completion of Program Review (August 1 st – 31 st)	<ul style="list-style-type: none"> • 5-year Follow Up - Department, academic dean, and provost and/or vice Provost for academic affairs meet to discuss progress on responses to recommendations developed during program review.

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?

An outline or template for a 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 UT Arlington 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](#) 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:

- 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.

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 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 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 weaknesses 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 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?

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 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?

- 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.
- 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.

- H. 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.
- I. 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 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

- A. 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?
- B. 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?
- C. 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 H).

Format for Program Review Team Report

The Program Review Team'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 G). The executive summary should be 1-2 pages in length (maximum). The full report should be a narrative written jointly by the external reviewer describing their findings, conclusions and recommendations. 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

There is no suggested template or format for the program's response to the review team's report. A thoughtful analysis of the team's reported findings and recommendations is required. This discussion should lead to a plan that responds to critical recommendations, and a timeline for implementing steps in that plan, the plan should specify points in time where progress will be assessed.

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 – Conflict of Interest Attestation Form
Appendix H – Outline for the Executive Summary of the Self-study

Self-Study Topic Area	Data	Data Source	Data History Required
Mission, Administration, Context, and Objectives of the Program			
Last Formal Review	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.	
Program Administration	Name and title of each person in the administrative chain from President to Program Director or Chair	Departmental, College 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 and University Organization Charts	
University, College/School and Department/Program Mission	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 and University Mission Statements and current Strategic Plans/Visions	
Educational Objectives of Programs	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	
	Description and analysis of 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.		

Degree and Certificate Programs	Describe each degree and certificate program, completion requirements and expected completion timelines.	Current Catalog Milestone Agreement (PhD programs) 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	
Associated Organized Research Centers	Describe	Departmental Records	
Formats of Study	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	
Admission	Describe the current admission criteria for each degree and certificate program.	Link to appropriate section of the current University Catalog	
Student Advisement	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	
	Describe resources available to promote undergraduate student success and learning. Provide statistics on usage if available.	Departmental records, Catalog under "Undergraduate Education" UTA website Student Success, Tutorial and Supplemental Instruction, SOAR, Trio Program, IDEAS, McNair Scholars Program etc.	

Student Advisement cont.	Describe career advisement resources and any evidence of utilization by students.	Departmental Records, The Career Development Center, Graduate School Academic and Professional Support Program (note that 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)	
Description of the Faculty			
Faculty Profile	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
	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

Teaching Load	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 University Analytics and departmental records	5 Years
Student/Faculty Ratios	Student/ Faculty Ratios: The FTE student/ faculty headcount reported separately for each degree program in each of the 5 most recent years.	University Analytics- Departmental Records	5 Years
Faculty Scholarly and Research Activities	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
Faculty Scholarly and Research Activities cont.	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
Graduate Teaching Assistants	Describe departmental practices concerning the preparation for and assignment of teaching duties and roles to graduate students.	Department Records	
	Describe policies related to use of graduate students as instructors of record.	TCE 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

Faculty Evaluation and Support of Excellence	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	
	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, UEP Reports	5 Years
Description of the Students			
Student Diversity, Demographics and Enrollment	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
Progression and Degree Completion	Fall term GPA of sophomores, juniors, and seniors in each of the most recent 5 years.	University Analytics	5 Years
	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

Progression and Degree Completion cont.	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
Graduate Student Academic and Creative Accomplishments	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
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	Departmental Records,	5 Years
Degree Recipients' Employment	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 .	

Degree Recipients' Employment cont.	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 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
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.	Seek UT	Year 1, Year 5, Year 10
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.	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
Undergraduate Majors Financial Support	Report the average number of loans, scholarships, fellowships received by undergraduates in each of the 5 preceding years.	Office of Financial Aid	5 Years
	Report the average annual monetary institutional support provided per full-time undergraduate student from, scholarships, stipends, grants, and fellowships (does not include tuition or benefits) for each of the 5 most recent years.	Office of Financial Aid	5 Years

Graduate Student Financial Support	The number of loans, scholarships, fellowships, separately reported for master's and doctoral students in each of the 5 most recent years.	Financial Aid 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 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 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
	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
Certificate Programs			
Certificates Offered	List and describe each undergraduate and graduate certificate program offered.	University Catalog	
Certificate Student Diversity, Demographics and Enrollment	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

Certificate Completion and Time to Complete	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
Description of the Staff			
Description of Support Staff	See the manual for more details.	Departmental Records	
Description of Facilities			
Description of the Facilities	Teaching or Related Facilities	Facilities Office	
	Specialized facilities	Facilities Office	
	Research facilities	Facilities Office	
Program Budget			
Budget	Teaching budget	Academic Resource Planning person	
	Research Budget	Academic Resource Planning person	
	Special Allocations and/or State Line Items	Academic Resource Planning person	

Updated March 2025

Appendix B – Process for Selection of External Reviewers

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 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 institutions 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 unit.

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*** provided by the PRC. A brief explanation of how each individual satisfies the selection criteria is required. The PRC Chair 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 UT Arlington members of the PRT contact potential reviewers in rank order until two individuals are identified who are willing to serve on the unit'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 fewer than the desired numbers of potential external reviewers can serve, the program will suggest additional qualified individuals in ranked order using the ***External Reviewer List and Ranking*** form.

Appendix C – External Reviewer Listing and Ranking Form

This form is available in fillable format at: <https://www.uta.edu/administration/ier/academic-program-review>

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

Appendix D – Site-Visit Schedule Template

This form is available in Word format at: <https://www.uta.edu/administration/ier/academic-program-review>

(Responsible Party: PRT Chair)

PROGRAM BEING REVIEWED: _____

DATES OF SITE-VISIT: _____

Program Review Team:

	Name	University	Department	E-mail address
1.	_____			
2.	_____			
3.	_____			
4.	_____			
5.	_____			

UT Arlington PRT Members cell phone (if available):

	Name	Cell Phone Number
1.	_____	
2.	_____	

DAY 1:

External reviewers arrive at D/FW airport and are picked up by program faculty or PRT member and taken to hotel and out to eat if appropriate.

EXTERNAL REVIEWER 1: _____

Pick up from airport: _____

Flight: _____ Airline: _____ Terminal: _____ Time: _____

Hotel: _____ Address: _____

Dinner host: _____

EXTERNAL REVIEWER 2: _____

Pick up from airport: _____

Flight: _____ Airline: _____ Terminal: _____ Time: _____

Hotel: _____ Address: _____

Dinner host: _____

DAY 2:

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

Host: _____

9:00 – 9:45 PRT meets with the Provost or their designee and PRC Chair to receive formal charge from the Provost, preliminary discussions of the review process and site visit issues. **[NOTE: Contact provost or their designee as early as possible to schedule this appointment.]**

ROOM: _____ Building: _____

Host: PRT Chair

9:45 – 10:00 Visit Administrative Assistant of the program being reviewed for signing paperwork

10:10 – 11:00 PRT meets with Academic Dean of the program being reviewed. **[NOTE: Contact dean as early as possible to schedule this appointment.]**

Room: _____ Building: _____

Host: PRT Chair

11:00 – 12:00 PRT meets with Chair of the program being reviewed

Room: _____ Building: _____

Host: PRT Chair

12:00 – 1:30 Lunch at _____

Attended by: usually External PRT, 1-2 Local PRT, and 1 Program Faculty

Host: PRT Chair/Program Faculty

1:30 – 5:00 PRT meets with Program Faculty, Students (see Note below)

Room: _____ Building: _____

Host: PRT Chair

5:00 – 5:15 If necessary, PRT meets with Academic leadership (Dean, Chair, etc.) to continue discussions of site-visit issues, and request additional information, meetings, etc. for the following day.

Room: _____ Building: _____

Host: PRT Chair

5:30 External Reviewers taken to Dinner

Host: PRT members/ Program Faculty

After Dinner External Reviewers taken back to Hotel

Host: Program Faculty or PRT

DAY 3:

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

Host: _____

8:45 – 10:30 PRT meets with Program Faculty, Students (see Note below)

Room: _____ Building: _____

Host: PRT Chair

10:30 – 11:15 PRT provided a tour of teaching/research facilities.

ROOM: _____ Building: _____

Host: Program administrator/faculty

11:15 – 12:00 PRT meets with Program Faculty, Staff or Alumni

Room: _____ Building: _____

Host: PRT Chair

12:00 – 1:30 Lunch at _____

Attended by: usually External PRT, 1-2 Local PRT, and 1 Program Faculty

Host: PRT Chair

1:30 – 2:30 PRT meets to prepare for two exit interviews, which should include:

- a) Immediate impressions
- b) Preliminary assessment of goals, plans, staffing, resources, strengths, and areas for improvement
- c) Forecast of expected completion date for PRT's final report

Room: _____ Building: _____

Host: PRT Chair

2:30 – 3:30 EXIT INTERVIEW ONE

PRT meets with the Academic Dean, Department Chair, Faculty, (Students may be included in this exit interview if desired by Chair and Dean) ***[NOTE: Contact dean as early as possible to determine his or her possible participation and to schedule the appointment.]***

Room: _____ Building: _____ -

Host: PRT Chair

3:40 – 4:30 EXIT INTERVIEW TWO

PRT meets with Provost or their designee, Academic Dean, PRC Chair. ***[NOTE: Contact participants as early as possible to schedule this appointment.]***

Room: _____ Building: _____

Host: PRT Chair

4:30 PRT meets to discuss the Final Report related issues, and take external reviewers to D/FW Airport

EXTERNAL REVIEWER 1: _____

Take to airport: _____

Flight: _____ Airline: _____ Terminal: _____ Time: _____

EXTERNAL REVIEWER 2: _____

Take to airport: _____

Flight: _____ Airline: _____ Terminal: _____ Time: _____

Note: This schedule may be modified to accommodate the needs of the program, PRT, deans and provost. Make sure that all can provide input when determining with whom to meet, when to meet, and how long the meeting should be. For example, the PRT may want to meet with undergraduate and graduate students separately, meet with individual faculty, hold longer meetings with some, shorter meetings with others, etc. These desires should be accommodated, and the schedule adjusted accordingly.

Appendix E – Funding: Honoraria, Travel and Meals

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 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 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 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 – Report Template for the Program Review Team

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.

This form is available in fillable format at: <https://www.uta.edu/administration/ier/academic-program-review>

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 another conflicts of interest that might impair my ability to provide a rigorous or impartial review of this program.

Date:

Signature:

Please return this form to the PRT Chair and copy Raymond L. Jackson, Chair, UT Arlington Program Review Committee via jackson@uta.edu

Appendix H – Outline for the Executive Summary of the Self-study

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. Topics covered in the self-study are listed. The purpose of the executive summary is to provide a concise summary of the self-study, highlighting important observations and conclusions.

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**