

Academic Program Improvement Process

APIP Year 1 Program Self-Study

Checklist

Below is a Program Self-Study key activity chart that may be helpful in tracking high level progress.

August

- _____ Self-study liaison schedules meetings with program faculty for AY23
- _____ Self-study liaisons confirm access to Power BI

September

- _____ OAA Team meets with self-study liaisons and dean
- _____ Dean determines programs for external review
- _____ FFIE hosts workshop for sections 1 and 2
- _____ Self-study liaison and program faculty discuss sections 1 and 2
- _____ Self-study liaison drafts sections 1 and 2

October

- _____ FFIE hosts workshop for sections 3, 4, and 5
- _____ Self-study liaison and program faculty discuss sections 3, 4, and 5
- _____ Self-study liaison drafts sections 3, 4, and 5
- _____ Dean checks-in with programs

November

- _____ Assessment Day
- _____ FFIE hosts workshop for section 6
- _____ Self-study liaison and program faculty discuss section 6
- _____ Self-study liaison drafts section 6

December

- _____ FFIE hosts workshop for section 7
- _____ Self-study liaison and program faculty discuss section 7
- _____ Self-study liaison drafts section 7
- _____ Dean checks-in with programs

January

- _____ FFIE hosts workshop for sections 8 and 9
- _____ Self-study liaison and program faculty discuss sections 8 and 9
- _____ Self-study liaison drafts sections 8 and 9

February

- _____ FFIE hosts workshop report content and format
- _____ Self-study liaison drafts complete report
- _____ Program faculty provide feedback/input on report
- _____ Self-study liaison submit report and advises dean it is ready for review
- _____ Dean provides feedback/input on report

March

- _____ Self-study liaison finalizes and submits report; and advises program faculty, dean, FFIE, and the OAA office of the submission

April/May

- _____ As applicable, external reviews are conducted

Academic Program Improvement Process

Program Self Study Purpose

The self-study is a key component of the Comprehensive Review in the Academic Program Improvement Process (APIP). The primary purpose of the self-study is to support ongoing academic program success through continuous improvement.

Program Self Study Outcomes

The outcomes of the self-study process include the following:

1. High quality academic programs that are aligned with the University's mission and strategy and contribute to student success.
2. A clear and shared understanding that continuous improvement has a positive impact on the students and the University.
3. A systematic and transparent model to showcase the positive outcomes of continuous improvement efforts.
4. A systematic method to intentionally and actively involve faculty in reviewing programs, generating recommended courses of action, and implementing continuous improvement efforts.

Program Self Study Report

The self-study report provides a rich, consistent, and comprehensive information set that informs the college/school's academic and strategic plans. It is designed to review the current status of an academic program; document progress and results of continuous improvement efforts; and set the future direction of the program including the identification of necessary resources and priorities. Each credentialing (degree or certificate) academic program will prepare, or contribute to, a self-study report. The report has nine sections – each section addresses a unique element of the program. Each section has a specific objective, data/metrics to consider, guiding questions/topics, examples of supporting evidence, and a suggested timeline for completion. Each report is supported by an evidence folder in which artifacts are housed and archived. Each section, exclusive of the evidence folder, has a word count limit. The self-study report content is grounded in data provided by the university; and data collected via program assessment and evaluation efforts. The report content is developed collectively by the program faculty and is written by a self-study faculty liaison who represents the program(s) addressed in the report. The self-study report draft is shared with the program faculty and the dean for feedback prior to completion.

All credentialing programs will complete a self-study including programs that are accredited by discipline-specific accreditors (e.g. AACSB, ABET, NASAD, PELSB, CCNE etc.) Discipline-specific programs may find the program self-study report informs their accreditation self-study reports.

Office of Assessment & Accreditation, AS 208

The Assessment and Accreditation Team provides an overview of the year one process both in spring semester of year six and in early fall semester of year one. The OAA Team is available to facilitate discussions with the programs' faculty about the data. The Faculty Fellow for Institutional Effectiveness (FFIE) hosts workshops for each section of the report and engages the self-study liaisons in regular check-ins. The FFIE is also available for consultation on the draft report.

Dr. Laura Finch, Faculty Fellow for Institutional Effectiveness: lmfinch@stcloudstate.edu

Dr. Ben Witts, Faculty Fellow for Assessment: bnwitts@stcloudstate.edu

Dr. Kristian Twombly, Faculty Fellow for Our Husky Compact (OHC): kntwombly@stcloudstate.edu

Ms. Holly Evers, Coordinator for Assessment & Accreditation: hpevers@stcloudstate.edu

Dr. Michele Mumm, Interim Assistant Provost: michelem@stcloudstate.edu

Academic Program Improvement Process

Section 1: Program Introduction

Section objective. Provide context for the reader about the program(s) including their DEI work. This section provides an opportunity for the program to set the stage, to tell its story, and to share the unique characteristics of which it is most proud. Items in red font are required.

Data/metrics to consider. Data for this section may be found in sources such as Power BI, program faculty vitas, program website, and the course catalog.

Guiding questions/topics. Listed below are topics that may be included in this section. **Provide the program's mission and a summary of the key points in its strategic plan.**

- **Discuss how the program addresses and integrates diversity, equity, and inclusion into its program and incorporates it into its identity.**
- **Provide a description of the programs discussed in this self-study report.**
- **Describe the program's process that ensures all course syllabi list student learning outcomes**
- Provide data and information about the faculty in the programs addressed in this report. The information may include a table that describes number of faculty, status, rank, areas of expertise etc.
- Provide information about students within the program(s) addressed in this report. This information may be arrayed on a table that includes number of majors, student demographics, credit-taking behavior, junior retention rates etc.
- Discuss the unique characteristics of the program of which the program is most proud.

Potential Evidence: **Upload syllabi from each course that shows student learning outcomes for the course listed.**

Suggested timeline. August - September

Word limit. 1000 words.

Academic Program Improvement Process

Section 2: Program Faculty and Staff

Section objective. Provide evidence of adequate staffing and appropriately qualified faculty/staff to advise students and teach courses in the program(s). Identify actions to support continuing development of faculty quality. Items in blue font are required.

Potential data/metrics.

- % of program faculty with current vitae on file with Dean's Office
- Faculty to student ratios in program
- Average # students to advise per faculty member
- % diverse department faculty and staff
- % program faculty engaging in research and scholarship activities
- Average \$ spent on professional development per year

Guiding questions/topics.

- **Ensure there is a current vita on file in the Dean's Office for all faculty and staff in the program.**
- Discuss how the faculty members' academic and professional training, and experience, relate to the academic program offered.
- Describe the faculty search processes/procedures in the program including recruitment plans to attract a diverse pool of candidates.
- Discuss professional development activities in which program faculty have engaged.
- How does the program encourage and support the It's Time Teacher/Scholar Model?
- Discuss the program faculty's activities relative to university and community service.
- Discuss the program faculty's activities relative to student development.
- How do program faculty create a positive and student-focused climate/culture?
- Discuss how the program on-boards and supports non-probationary faculty (fixed-term and adjunct).

Action. **Identify one or two actions the program may take to continually advance the professional development of its faculty/staff.**

Potential Evidence. Faculty vitas, data tables from Power BI, research and creative scholarship table by faculty member, professional development activities and expenditures table, university and community service table, student development activities table, climate/culture development activities table, guide for contingent faculty, faculty recruitment processes, faculty search committee processes and artifacts

Suggested timeline. August -September

Word limit. 1000 words.

Academic Program Improvement Process

Section 3: Program Leadership and Governance

Section objective. Provide evidence of equitable faculty participation in program self-governance. Items in red font are required.

Potential data/metrics.

- Program documents

Guiding questions/topics.

- Describe the process/procedure used by the faculty to make program (including curriculum) decisions.
- Describe the process/procedure used by the faculty to make departmental decisions.
- Discuss how the program ensures representation of all program faculty in program recommendations/decisions; specifically discuss how the senior faculty encourage junior faculty to participate.
- Discuss how the program faculty encourage colleague engagement in program, department, college/school, and university governance activities.

Action. Identify one or two actions the program may take to advance the continued equitable participation of its faculty in program governance activities.

Potential Evidence. Current department/program policies and procedures (include revision date), table showing program faculty involvement in governing bodies

Suggested timeline. September - October

Word limit. 500 words.

Academic Program Improvement Process

Section 4: Program Engagement with Communities

Section objective. Provide evidence the program intentionally engages with its campus community and the broader community outside of the University in an effort to develop, exchange, and apply knowledge, information, and expertise for mutual benefit. Items in red are required.

Potential data/metrics.

- External partner satisfaction survey
- Employer survey data
- % program faculty engaged in external community
- % program faculty engaged in university-level projects/committees/events

Guiding questions/topics.

Campus Community:

- In addition to the service and governance activities identified in sections two and three above, describe how the program contributes to the university by participating in either formal or informal university committees, working groups etc. These may include, but are not limited to, engagement in activities like Huskies Advance, ILEED, Honors, faculty/staff mentorship, and interdisciplinary projects.
- Discuss the program's engagement in interdisciplinary work.

Action. Identify one or two actions the program may take to advance the continued engagement of its faculty in the campus community.

External Community:

- Discuss how the program engages with the MinnState System Office and/or other colleges and universities within the Minnesota State System.
- Discuss how the program engages with non-MinnState educational institutions.
- List the program's external stakeholders/partners. Describe how the program engages with its external partners and employers.
- Describe how the program shares its expertise with local groups and organizations.
- Describe how the program engages and provides benefit to the greater St. Cloud community, the central Minnesota region, the state, and beyond.

Action. Identify one or two actions the program may take to advance the continued engagement of its faculty in the broader external community.

Potential Evidence. Data table and analysis of partner and employers survey trends, acknowledgement/recognition from internal and/or external bodies, faculty vitas

Suggested timeline. September - October

Word limit. 1000 words.

Academic Program Improvement Process

Section 5: Program Strategic and Resource Planning

Section objective. Provide evidence of integrated strategic and resource planning; the linking of vision, priorities, people, finances, and facilities. Items in red font are required.

Potential data/metrics.

- Instructional ratio: cost ratio
- Instructional ratio: productivity ratio
- Course enrollment
- Program enrollment (majors)
- Junior graduation rate
- Program completion

Guiding questions/topics.

- Discuss how the program's mission statement supports the University mission, the college/school mission, and the *It's Time* framework.
- Evaluate the program's resources using data-supported evidence in relation to program course enrollment, retention, and graduation trends. Resources may include, but are not limited to, faculty/staff, non-salary financial resources, student worker/GA assistance, equipment/facility resources, technology, time, library holdings.
- Discuss how the program identifies its resource needs and priorities. What types of data are used to determine program faculty/staff needs? non-salary needs? student worker/graduate assistant needs? equipment and facility needs? technological needs? library needs?
- Describe the process used to request resources for the program.

Action. Identify one or two actions the program may take to advance the program's mission given the trends in program enrollment, retention, and graduation; and resource allocation.

Potential Evidence. University mission statement, college/school mission statement, program mission statement, student FYE to faculty FTE data tables/trends, cost per student credit hour data tables/trends, enrollment, retention, and graduation trends graphs, resource request documents

Suggested timeline. September - October

Word limit. 1250 words.

Academic Program Improvement Process

Section 6: Program Quality

Section objective. Provide evidence of consistent and systematic program evaluation; intentionally implemented actions; and results from those actions designed to continuously develop the program's quality. Items in red font are required.

Note: This section must be directly linked to evidence acquired through programmatic assessment, meta-assessment, Our Husky Compact (OHC) assessment, Liberal Education Program (LEP) assessment, and assessment planning. Program accreditation data/information may also be included as part of the portfolio of evidence. Items in red font are required.

Potential data/metrics.

- Meta assessment results (OAA review of assessment plan and report)
- OHC assessment data
- LEP assessment data
- Program assessment data
- NSSE and other survey (GSS, CSS, external partner) data

Guiding questions/topics.

Assessment Plan

- Discuss how the program's learning outcomes align with professional standards and/or career options for the program's graduates.
- Discuss why the identified metrics are best to measure the student learning outcomes.
- Describe the factors the program used to determine which course(s) would be used to measure the learning outcomes.
- **If there are program courses that are not used to assess student learning outcomes, please explain the course's role in the program.**

Action. Identify one or two actions the program may take to further enhance the program's assessment plan.

Program Assessment

- **After analyzing the assessment reports from the most recent three years, summarize the program's key findings with regard to student learning.**
- **List the areas identified for improvement during the most recent three years' assessment reports and the specific actions the program determined it would take. The actions may have involved changes in curriculum content, pedagogy, modalities, technology, student support etc.**
- **Analyze and discuss the results of those actions using data to support the conclusions.**
- Describe the program's current process for ensuring instructional quality and effectiveness. Provide evidence this process is effective.
- **Thinking broadly about the program's discipline, list the key changes/transformations in the discipline over the last six years. Discuss how the program has addressed these changes.**
- **[High impact practices](#) (HIP) are active learning practices that promote deep learning by promoting student engagement. What HIPs have been integrated into the program? How have these practices been integrated? Using data to support the conclusions, describe the results of this integration. Click on embedded link for resources on HIPS.**

Action. Identify one or two actions the program may take to advance student learning within the program.

OHC Assessment

- **After analyzing the OHC assessment reports from the most recent five years, summarize the key findings with regard to student learning.**

Academic Program Improvement Process

- List the areas the program identified for improvement and the specific actions the program determined it would take. The actions may have involved changes in curriculum content, pedagogy, modalities, technology, student support etc.
- Analyze and discuss the results of those actions using data to support the conclusions.

Action. Identify one or two actions the program may take to advance OHC student learning.

LEP Assessment (as applicable)

- After analyzing the LEP assessment reports from the most recent five years, summarize the key findings with regard to student learning.
- List the areas the program identified for improvement and the specific actions the program determined it would take. The actions may have involved changes in curriculum content, pedagogy, modalities, technology, student support etc.
- Analyze and discuss the results of those actions using data to support the conclusions.

Action. Identify one or two actions the program may take to advance LEP student learning.

Potential Evidence. University assessment policy, program assessment plan and revisions (meta assessment), OHC assessment data, LEP assessment data, program assessment data, annual assessment reports, program accreditation reports, NSSE (student engagement) data.

Suggested timeline. October - November

Word limit. 1500 words.

Academic Program Improvement Process

Section 7: Student Engagement and Success

Section objective. Provide evidence of student engagement, student success (degree/credential completion), student placement, and alumni engagement. Items in red font are required.

Potential data/metrics.

- % program faculty participating in EAB Navigate
- Student belonging index data
- Current student survey data
- Junior retention data
- Program completion data
- Graduate placement data
- Graduating Senior Survey data
- Alumni satisfaction survey data

Guiding questions/topics.

- Describe program faculty participation in EAB Navigate and the observed student impact from the participation.
- Describe belonging strategies program faculty have implemented and the observed student impact from the strategies.
- Describe the advising process used by the program; discuss the success of the advising process including evidence.
- Discuss how program faculty encourage student participation in co-curricular activities that complement the program. Co-curricular activities may include student leadership roles, volunteering/community engagement, clubs and organizations, participation in student research, scholarship, and creative works.
- Analyze and discuss program retention and degree completion trends.
- Analyze and discuss graduate placement trends.
- Discuss how the program has engaged its alumni, and how the program has created opportunities for life-long learning for its alumni.

Action. Identify one or two actions the program may take to advance student engagement, student degree/credential completion, student career placement, and/or alumni engagement.

Potential Evidence. Program plan for advising students, EAB Navigate faculty participation data tables, student belonging index data tables, junior retention data tables, program completion data tables, data table and analysis of alumni survey trends

Suggested timeline. November - December

Word limit. 1000 words.

Academic Program Improvement Process

Section 8: Program Demand and Potential

Section objective. Provide evidence of the program's demand and relevance in the market. Items in red font are required.

Potential data/metrics.

- Employer demand for students from the program
- IPEDS data
- Employment outlook (Occupational Outlook Handbook, O*NET, Mn DEED)

Guiding questions/topics.

- Describe how the program assesses market demand for its current and future program(s) and credentials. What data sources are consulted and why?
- Discuss the results of the program's most recent assessment of demand. How has this assessment guided the program's strategic plan?
- Identify and discuss the program's key competitors in the market. What is distinctive about SCSU's program?
- Discuss the future demand for the program? How might the program need to be refined to remain relevant and in-demand in the market?

Action. Identify one or two actions the program may take to enhance the program's relevance, distinctiveness, and demand in the market?

Potential Evidence.

Suggested timeline. December - January

Word limit. 750 words.

Academic Program Improvement Process

Section 9: Program Future Direction and Continuous Improvement

Section objective. Provide evidence the program is prepared for challenges and opportunities that it might face in the next 5 (or more) years. In this section, you will synthesize the data and conclusions presented in previous sections and look to the future. Items in red font are required.

Potential data/metrics.

- Noted actions/improvements/changes from previous sections

Guiding questions/topics.

- Given the assessments conducted in sections one – eight above, discuss the program's market position. You may choose to use one of the following models to aid the discussion.
 - SWOT (strengths, weaknesses, opportunities, and threats)
 - SOAR (strengths, opportunities, aspirations, and results)
 - PESTEL (political, economic, social, technological, environmental, and legal scans – macro environments)
- Given the assessments conducted in sections one through eight above, identify the most significant issues facing the program and its discipline(s). What are the two to three most important actions the program must take to address these issues? Write SMART goals for these actions.
- Describe the program's plan for new programs, pedagogies, or modalities in the future. What does the program need to implement these plans? What is the expected result of implementing these plans? What is the anticipated timeline for implementation and expected results? How will the program monitor its results?
- What will the program do to enhance its alignment with the tenets of the It's Time framework? What type of support does the program need to enhance its alignment? Write SMART goals for these actions.
- How will these goals and changes be monitored and documented?

Action. Identify one or two actions the program may take to ensure the program is prepared to meet the needs and the challenges of the future.

Potential Evidence.

Suggested timeline. December - January

Word limit. 1500 words.