Stephen F. Austin State University

Academic Program Review Handbook
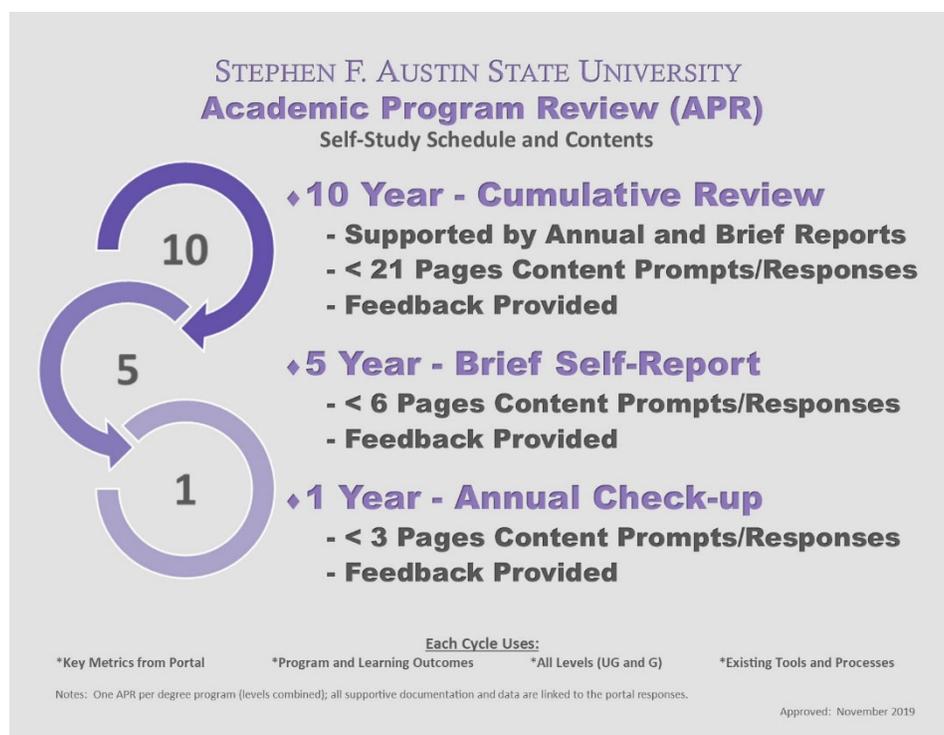

July 2020

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ACADEMIC PROGRAM REVIEW HANDBOOK

Academic program review (APR) enables a program to reflect, self-assess, and plan in order to improve, and provides an invaluable vehicle for communicating program goals and needs to university administration. This communication flow enables the setting of budget priorities in order to leverage resources to achieve the academic program's vision in tandem with the strategic vision of the college and the university as a whole.

Per SFA policy 5.1, "Academic Program Review," all academic programs must undergo review once every 10 years. This includes all undergraduate and graduate majors, minors, and certificates. In addition to being SFA policy, APR is essential for decennial reaffirmation of our Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) accreditation, and is required by the Texas Higher Education Coordinating Board (THECB) for all graduate programs (also on a decennial basis).

In order for an academic program to demonstrate continuous improvement in teaching, student success, program growth, and other objectives such as scholarly/creative output, it must do both formative and summative assessment to stay on track. As the budget cycle is annual, not decennial, it is appropriate for the program to evaluate its needs and progress on a regular basis. Furthermore, SACSCOC requires a 5th year interim report on academic programs, which feeds into the decennial reaffirmation process. Accordingly, the provost and academic deans have approved 3 stages of academic program review:

1. An abbreviated annual check-up
2. A 5-year condensed self-report
3. A 10-year cumulative report with a full self-study, external review, and institutional response

STEPHEN F. AUSTIN STATE UNIVERSITY
Academic Program Review (APR)
Self-Study Schedule and Contents

10

♦**10 Year - Cumulative Review**
- Supported by Annual and Brief Reports
- < 21 Pages Content Prompts/Responses
- Feedback Provided

5

♦**5 Year - Brief Self-Report**
- < 6 Pages Content Prompts/Responses
- Feedback Provided

1

♦**1 Year - Annual Check-up**
- < 3 Pages Content Prompts/Responses
- Feedback Provided

Each Cycle Uses:
*Key Metrics from Portal   *Program and Learning Outcomes   *All Levels (UG and G)   *Existing Tools and Processes

Notes: One APR per degree program (levels combined); all supportive documentation and data are linked to the portal responses.

Approved: November 2019

A. The Three Main Products of Decennial Program Review

APR consists of three main products:

1. The academic unit <u>self-study</u> of academic degree program(s).
2. An <u>external review</u> of the academic degree program(s.)
3. The <u>institutional response</u> to the external review's recommendations, including an *action plan* devised by the program, the college dean, and the Provost's Office.

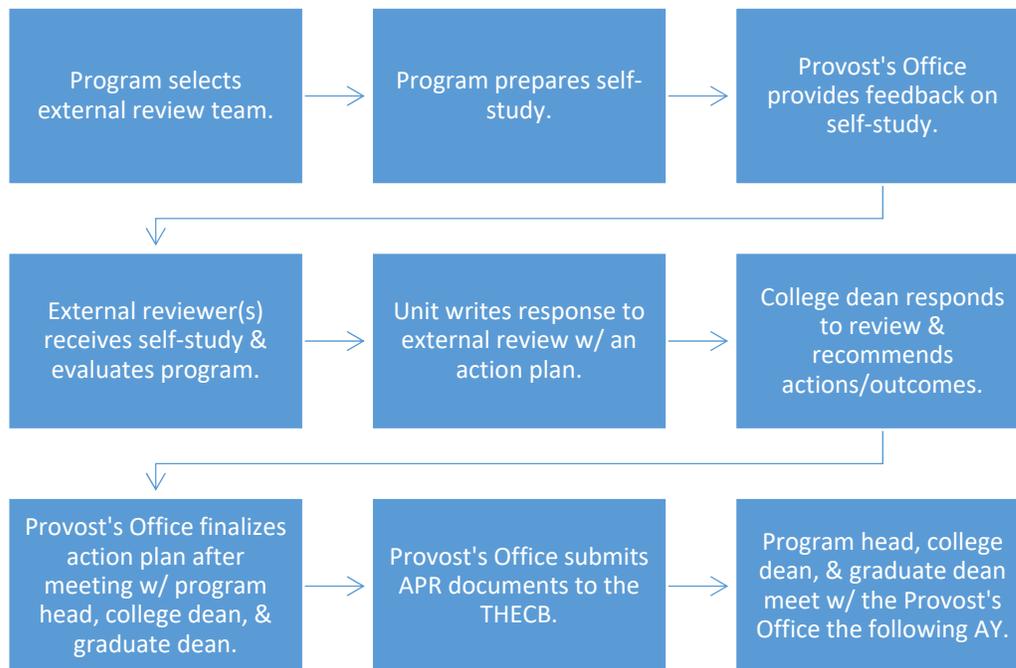# B. Overview of the Decennial Program Review Process

The preparation of materials for a program review must be <u>an inclusive process</u>, involving all continuing faculty in the program to the extent possible. This is a SACSCOC requirement and is essential.

The program review process is comprised of the following steps:

1. External reviewers are selected. Doctoral programs must include a site visit. A site visit is preferable for master's and bachelor's programs, but not required.
2. The academic program head prepares the self-study and submits it to the Provost's Office.
3. The Provost's Office provides feedback on the self-study, which the program takes into account.
4. The program submits the self-study to the external review team.
5. The external review team submits the external review to the academic program head, the college dean, and the Provost's Office.
6. The program head drafts a response to the external review and includes an action plan.
7. The college dean provides feedback on the external review and the program's action plan.
8. The provost, the associate provost for curriculum and instruction, the graduate dean, the college dean, and the program head meet to finalize the response and action plan.
9. The finalized institutional response is signed by the provost, the associate provost for curriculum and instruction, the graduate dean, the college dean, and the program head. The associate provost for curriculum and instruction submits it to the THECB along with the self-study and external review.
10. The provost, the associate provost for curriculum and instruction, the graduate dean, the college dean, and the program head meet the following year to discuss progress towards the program's action plan and determine whether any additional steps need to be taken.

A timeline for the APR process is included in Appendix D.

The decennial schedule for program reviews is included in Appendix E.

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┌─────────────────────┐     ┌─────────────────────┐     ┌─────────────────────┐
│  Program selects    │ →   │ Program prepares    │ →   │ Provost's Office    │
│  external review    │     │ self-study.         │     │ provides feedback   │
│  team.              │     │                     │     │ on self-study.      │
└─────────────────────┘     └─────────────────────┘     └─────────────────────┘
           ┌───────────────────────────────────────────────────────────┘
           ↓
┌─────────────────────┐     ┌─────────────────────┐     ┌─────────────────────┐
│ External            │ →   │ Unit writes         │ →   │ College dean        │
│ reviewer(s)         │     │ response to         │     │ responds to review  │
│ receives self-study │     │ external review w/  │     │ & recommends        │
│ & evaluates program.│     │ an action plan.     │     │ actions/outcomes.   │
└─────────────────────┘     └─────────────────────┘     └─────────────────────┘
           ┌───────────────────────────────────────────────────────────┘
           ↓
┌─────────────────────┐     ┌─────────────────────┐     ┌─────────────────────┐
│ Provost's Office    │ →   │ Provost's Office    │ →   │ Program head,       │
│ finalizes action    │     │ submits APR         │     │ college dean, &     │
│ plan after meeting  │     │ documents to the    │     │ graduate dean meet  │
│ w/ program head,    │     │ THECB.              │     │ w/ the Provost's    │
│ college dean, &     │     │                     │     │ Office the          │
│ graduate dean.      │     │                     │     │ following AY.       │
└─────────────────────┘     └─────────────────────┘     └─────────────────────┘
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C. The Self-Study

The centerpiece of APR is the self-study. The primary focus of the self-study is the academic program's strategic plan and progress toward achieving its program and learning goals, as well as additional steps that need to be taken to ensure continuous improvement. The narrative should evaluate and describe the academic program contributions to the university's mission and strategic vision, as well as the mission and strategic vision of the college in which the program resides. The self-study provides an opportunity for faculty within the program to think through critical issues that influence progress toward academic program goals in a systematic way. The review packet narrative is not to exceed 20 pages in length per program (double-spaced, 12-point Times New Roman font, 1" margins); the appendices are not included in the page count. Each disciplinary degree program administered by the academic program unit should have its own narrative (up to 20 pages per program; e.g. Government should have 3 separate narratives for political science, criminal justice, and public administration).

Narrative Outline of the Self-Study

1. **Title Page with List of Participants and Authors** (not included in page count).
2. **Table of Contents** (not included in page count).
3. **Program Overview**, including the program's mission and goals, the overall role of the program, the faculty characteristics for the program, and the student characteristics for the program. Doctoral programs must address the Characteristics of Texas Public Doctoral Programs.
4. **Description of Program** (undergraduate and/or graduate), including each available degree, major, minor, and certificate, in comparison to peer programs.
5. **Program Contribution to the Mission and Goals of the University and College**, with a summary of the impact of the program on the college and university and an explanation of the degree to which it is mission critical.
6. **A Description of Facilities and Equipment**
7. **The Finances and Resources of the Program**
8. **The Organizational Structure and Administration of the Program**

Items 9-13 must have separate sections for undergraduate and graduate degree programs:
9. **The Strengths of the Program**, addressing the quality of faculty research/scholarship/creative work, instruction, and service, as well as the program's sustainability with regard to enrollments, graduates, and future resources.
10. **The Weaknesses of the Program**, addressing the quality of faculty research/scholarship/creative work, instruction, and service, as well as the program's sustainability with regard to enrollments, graduates, and future resources.
11. **Internal/External Opportunities Available to the Program**, with a description of how they can improve and develop the program and further the mission and goals of the university and the college.
12. **Threats or Challenges Facing the Program**, with a description of how they affect the program's mission, goals, and future plans.
13. **Future Plans of the Program**: Describe how they relate to the mission and goals of the academic department, college, and university, and the resources necessary to achieve them.

Metrics for the Self-Study

The following metrics are to be included in the self-study's appendices. The tables for the metrics are determined by the Office of the Provost and published online. Tables 1-8 are updated annually. Tables 9-10 are updated every five years. The self-study must include at least 5 years of longitudinal data for each table.

1. **Academic Program and Learning Goals/Outcomes**

   - Alignment of program mission and goals with college mission/goals and university mission/goals
   - Program goals with measurable outcomes, assessment methods, criteria for success, assessment results, and action plans (including budgetary considerations)
   - Program learning outcomes with assessment methods, criteria for success, assessment results, and action plans

2. **Student Achievement – Evaluation**

   Provide analysis and discussion for each applicable key student achievement measure. Include historical evaluation, target progression and success, thresholds of acceptability and plans for future student achievement. Address each measure goal by gender, race/ethnicity and socioeconomic groups. The analysis and discussion should include a detailed examination of not only the academic program unit and program specific data, but also contextual comparisons of programs in the respective college, the university, and comparable academic programs at peer and near-peer institutions. Include historical and/or annual progress and plans which affect the program contributions for these topics. The key student achievement measures are:

   - Six-year graduation rate
   - Four-year graduation rate
   - Undergraduate retention rate
   - Graduates with marketable skills as applicable
   - Degrees Awarded

   Add discussions for other applicable contextual student achievement measures, including (but not limited to) the following:

   - Transfer graduation rates
   - Professional certification preparation
   - Student loan debt

3. Program Enrollment and Productivity

Provide analysis and discussion of program enrollment and productivity. Specify comments to the program level if appropriate to the metric. The analysis and discussion should include a detailed examination of not only the academic program unit and program specific data, but also contextual comparisons of programs in the respective college, the university, and comparable academic programs at peer and near-peer institutions. Include historical and/or annual progress and plans which affect the program contributions for these topics.

The analysis and discussion should include a detailed examination of not only the academic program and program specific data, but also contextual comparisons of academic programs and programs in your college, the university, and comparable academic programs and programs at peer and near-peer institutions. The discussion should provide context to the data and analysis. Include historical and/or annual progress and future program plans that affect these metrics.

- Headcount by degree program and major
- Academic program semester credit hours (SCH)
- Ratio of student full-time equivalent (FTE) to instructional faculty FTE
- Average teaching load credit for instructional FTE faculty by academic program (disaggregate by rank if important to the program/program)
- Long semester seat availability ratio (seats recommended divided by seats offered for term)
- Long semester academic program enrollment ratio (seats offered/enrollment)

4. Course Delivery Breakdown

Provide analysis and discussion of the relevant academic program information. The analysis and discussion should include a detailed examination of not only the academic program unit and program specific data, but also contextual comparisons of programs in the respective college, the university, and comparable academic programs at peer and near-peer institutions. Include historical and/or annual progress and plans which affect the program contributions for these topics.

- Academic program SCH by delivery to non-majors and majors
- Percentage of SCH by course level
- Percentage of SCH electronic and non-electronic delivery

5. Program Costs/Expenses

Provide analysis and discussion of program costs and expenses. The analysis and discussion should include a detailed examination of not only the academic program unit and program specific data, but also contextual comparisons of programs in the respective college, the university, and comparable academic programs at peer and near-peer institutions. Include historical and/or annual progress and plans which affect the program

contributions for these topics.

> Instructional faculty FTE cost per SCH
> Salaries expenditures
> Capital expenditures
> Supplies & non-capital equipment expenditures

6. Program Revenue and Budget

Provide analysis and discussion of revenue and budget. The analysis and discussion should include a detailed examination of not only the academic program and unit specific data, but also contextual comparisons of academic program units in the respective college, the university, and comparable academic program and/or units at peer and near-peer institutions.

> Revenue examples are:
> - Academic program and/or unit contracts
> - Academic program and/or unit grants
>
> Budget examples are:
> - Operational & maintenance budget
> - Student worker budget
> - Professional development budget
> - Travel budget
> - HEAF allocation/budget
> - Excellence funds

7. Student Profile

Provide analysis and discussion regarding the student profile. The analysis and discussion should include a detailed examination of not only the academic program and unit specific data, but also contextual comparisons of academic program units in the respective college, the university, and comparable academic program and/or units at peer and near-peer institutions.

Separated by Undergraduate/Graduate Level:

> Headcount of majors by classification/level
> Course load (full/part-time)
> Race/ethnicity
> Gender
> Age
> Number of degrees awarded

8. **Faculty Profile**

   Provide analysis and discussion regarding the faculty profile. The analysis and discussion should include a detailed examination of not only the academic program and unit specific data, but also contextual comparisons of academic program units in the respective college, the university, and comparable academic program and/or units at peer and near-peer institutions.

   Example data by academic program unit may include:

   Headcount by

   - Rank) and average age, average instructional salary (9-month) and institutional salary comparison
   - Gender
   - Race/ethnicity
   - FT/PT status
   - Tenure status
   - Graduate faculty status
   - Rank) and average age, average instructional salary (9-month) and institutional salary comparison

   Over past five years (from academic program files):

   - New FT faculty positions added
   - Vacant FT faculty positions filled
   - Vacant FT faculty positions left vacant
   - FT faculty departures

9. Faculty Effectiveness

Provide analysis and discussion of faculty effectiveness. The analysis and discussion should include a detailed examination of not only the academic program and unit specific data, but also contextual comparisons of academic program units in the respective college, the university, and comparable academic program and/or units at peer and near-peer institutions.

From academic program unit and institutional files and records (including Digital Measures-Activity Insight):

Five years, as available:

- Tenure (applications and success)
- Promotion to full professor (applications and success)
- Promotion to associate professor (applications and success)
- Promotion to assistant professor (applications and success)
- Refereed publications/creative activity by rank

10. Program Impact

Academic unit head or program coordinator should discuss the impact of the programs with regard to:

Contribution of program to institutional reputation
Contribution of program to state economy
Degree to which program is "mission critical"

11. Program Opportunities

Academic unit head or program coordinator should discuss program opportunities and development plans to include but not limited to:

New degree/certificate opportunities
Potential for interdisciplinary programs
Opportunity to realign, consolidate, or strengthen program
Unmet resource needs essential for achieving program goals

D. The External Review

An external review team analyzes the academic program self-study and conducts interviews during the site visit, if applicable. The goals of the external review team include:

1. Assessing the appropriateness of the academic program goals contributing to the university and the college strategic goals, and the degree to which the academic program has achieved its determined program and learning goals;

2. Identifying strengths and weaknesses of the academic degree programs;

3. Providing recommendations for quality improvement.

Note: The undergraduate and graduate level academic degree program external reviews should be separately addressed in different report sections if the same external review process is utilized.

Qualifications for External Reviewers:

1. External reviewers must be nationally recognized experts in the academic field.
2. They must be senior faculty at institutions comparable to SFA.
3. They must have significant administrative, curricular, and program-review experience.
3. They must be employed by an institution of higher education outside Texas.
4. Ideally, reviewers will be from an institution accredited by SACSCOC.
5. They cannot have a conflict of interest that could bias their judgment (e.g. SFA alumni, former students, or employees of SFA; or formal collaborators with faculty in the program).
6. Each doctoral program must have at least two reviewers, and they must conduct an onsite review, as well as prepare an external report.
7. Each master's program must have at least one reviewer, who must prepare an external report; an onsite visit is optional.

Faculty members of the academic program nominate three individuals from comparable institutions of higher education to serve as possible external reviewers and submit to the college dean each reviewer's curriculum vitae as well as a disclosure statement of any known affiliations between the proposed reviewers and SFA (i.e., nature of the relationship, any potential conflicts of interest, etc.). The dean then selects at least one person from the three nominated. Preference is given to nominees from colleges and universities accredited by SACSCOC.

External Review Onsite Visit

All doctoral program must undergo a site visit as part of the external review. On the site visit, the external review team spends up to two days on campus discussing the self-study and related information with administrators, faculty, staff, students, and others related to the program. Required meetings include:

1. An initial meeting with the Provost's Office, Office of Institutional Research, Office of Institutional Effectiveness, graduate dean, college dean, academic unit head, and, where appropriate, program coordinators;
2. A meeting with program faculty;
3. A meeting with graduate students of the program and, as appropriate, undergraduate students.
4. Unscheduled time for the review team to formulate initial recommendations;
5. An exit meeting with the Provost's Office, Office of Institutional Research, Office of Institutional Effectiveness, graduate dean, college dean, academic unit head, and, where appropriate, program coordinators.

External Review Report

The external review team shall prepare an external review report that includes:

1. A general assessment of the program (students, faculty, curriculum, etc.).
2. An evaluation of the appropriateness of the program's learning goals to the university's and the college's strategic plan, and of the program's progress towards its goals.
3. A description of significant strengths and weaknesses of the program, including any related to the QEP (reducing student debt).
4. A prioritized set of recommended strategies for future improvements, which should address critical issues and include rationales for the strategies recommended for improvement.

The external review report should be at least 10 pages, but not more than 20 (double-spaced, 12-point Times New Roman font, 1" margins).

E. Response to the External Review

After the external review report is received, the academic unit shall draft a response to the review that includes an evaluation of the main findings of the review, a response to each of the review team's recommendations, and an action plan detailing the unit's proposed strategies and timeline to address the review team's recommendations.

The college dean will then provide feedback on the unit's action plan in light of the external review report's recommendations.

The academic unit head, college dean, graduate dean, associate provost for curriculum and instruction, provost, and, where appropriate, program coordinator will meet to finalize the response and action plan. The final response and action plan will be signed by the above officials. It will be submitted to the THECB along with the self-study and external review report by the associate provost for curriculum and instruction.

F. Sources for APR Handbook

Hanover Research. (2012). Best practices in academic program review. https://www.asanet.org/sites/default/files/hanoverresearch_bestpractices_programreview.pdf.

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Southern Association of Colleges and Schools Commission on Colleges. (2017). The principles of accreditation: Foundations for quality enhancement. Standards 7.1 & 8.1-2a. http://www.sacscoc.org/pdf/2018PrinciplesOfAcreditation.pdf

Stephen F. Austin State University. (2017). Policy manual. University policy 5.1, Academic program review. http://www.sfasu.edu/policies/academic-program-review-5.1.pdf.

Texas Higher Education Coordinating Board. (2018). Texas administrative code rule 5.52, Review of existing degree programs. https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=5&rl=52.

University of Texas at San Antonio. (2018). The University of Texas at San Antonio academic program review handbook. https://provost.utsa.edu/vpie/APR/docs/Program-Review-Manual.pdf.

Appendix A: SFA Policy 5.1

Academic Program Review

Original Implementation: April 28, 2005 **Last Revision:** July 25, 2017

Academic Program Review (APR) is driven by the university's mission statement and strategic plan and enhances the quality of all academic programs and ensures the ongoing support necessary for continuation, modification, and development of programs. All undergraduate and graduate degree programs fall within this policy. APR encourages self-study and planning within programs and aligns the strategic plans of the program, the college, and the university. APR provides information for curricular and budgetary planning decisions at each administrative level. In turn, the resources needed for growth, continuation, or modification of programs can be included in planning processes.

The normal cycle for APR is every seven years. A timeline for program review may be found on the website for the provost and vice president for academic affairs. All programs including certificates and minors, in addition to degree programs, in an academic programshould be reviewed at the same time. If one program in an academic program is governed by a discipline-specific accrediting agency, all programs in the academic program will be reviewed concurrently and in the same cycle as the accredited review. If accreditation is on a cycle of less than 10 years, that cycle will be followed. If the cycle is 10 years or more, a program review will be required in the interim. Academic programs with multiple accrediting agencies should follow the cycle of the accrediting agency most appropriate to the program. Notwithstanding accreditation requirements, at a minimum all master's and doctoral degree programs will be reviewed at least once every seven years.

The APR template guides the development of the self-study report (see APR Handbook). The provost and vice president for academic affairs must approve in advance a deviation from the template. Accreditation reports will substitute for the program review report required by this policy. However, any information required by the APR appendices but not included in the accreditation review must be added.
The following definitions are relevant to the APR process:

- An **academic program** is a structured grouping of course work designed to meet educational objectives leading to a baccalaureate degree, graduate degree, certificate, or teaching credential.
- An **academic program** (e.g., Academic Program, division, school) manages one or more academic programs.
- **Program Outcomes** are the measureable benefits of the services provided by an academic program.
- **Program Learning Outcomes** (PLOs) are the knowledge, skills, and abilities students are expected to demonstrate upon completion of an academic program/major.
- **Student Learning Outcomes** (SLOs) define the knowledge, skills and abilities students are expected to demonstrate upon completion of a particular course.

- **Core Objectives** (COs), as prescribed by the Texas Higher Education Coordinating Board (THECB), are critical thinking skills, communication skills, empirical and quantitative skills, teamwork, personal responsibility and social responsibility.

PROCESS

The APR process adheres to the standards of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and the THECB. Academic programs are required to evaluate their effectiveness in achieving program outcomes and learning outcomes to accomplish college and university goals (i.e., mission statements and strategic plans). The APR consists of an Internal Program Review or self-study (including assessment of program outcomes), an External Program Review, and a Program Improvement Plan. All master's and doctoral program reviews are submitted to THECB according to its established schedule. Master's and doctoral programs in the same discipline are reviewed simultaneously using the same self-study materials and reviewers.

Academic programs must be engaged in the ongoing assessment of their program outcomes and program learning outcomes. Academic programs with core curriculum courses must conduct an assessment of COs.

The provost and vice president for academic affairs establishes a schedule of programs to be reviewed along with deadlines for completing each task. The self-study is developed by a committee composed of faculty within the academic program appointed by the academic program head. The report must adhere to the APR template (see APR Handbook).

The self-study includes the following: (1) program overview and program effectiveness; (2) curriculum and student learning (PLOs and COs); (3) faculty characteristics and qualifications; and (4) summary conclusions. All required data must be completed even if an accrediting report is submitted in lieu of the APR report.

All programs are subject to external review. Reviewers must have subject-matter expertise, employment at an institution of higher education outside Texas and faculty status in a program nationally recognized for excellence in the discipline. External reviewers cannot have a conflict of interest that could influence their judgment (e.g., SFA alumni, former students or employees of the university, or formal collaborators with faculty in the program under review) or employment at institutions within Texas. Faculty members of the academic program nominate three individuals from comparable institutions of higher education to serve as possible external reviewers. The dean of the college selects at least one person from the three nominated. Preference is given to nominees from colleges and universities accredited by SACSCOC. Doctoral programs must have at least two external reviewers who conduct an on-site visit (see APR Handbook to obtain guidelines for external reviewers). Upon completion of the external review, the faculty members of the academic program consider the recommendations. A final report is prepared that includes the self-study (Internal Program Review), the External Program Review and the Program Improvement Plan that describes the actions taken or to be taken to improve the performance of the academic program. All documentation is sent to the dean for comment. The dean forwards all materials to the provost and vice president for academic affairs for review and feedback.

Cross Reference: 19 Tex. Admin. Code § 5.52; Schedule of Formal Academic Program Reviews **Reviews Responsible for Implementation:** Provost and Vice President for Academic Affairs

Contact for Revision: Provost and Vice President for Academic Affairs

Forms: APR Handbook

Board Committee Assignment: Academic and Student Affairs

Appendix B: Texas Administrative Code

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Texas Administrative Code

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TITLE 19	EDUCATION
PART 1	TEXAS HIGHER EDUCATION COORDINATING BOARD
CHAPTER 5	RULES APPLYING TO PUBLIC UNIVERSITIES, HEALTH-RELATED INSTITUTIONS, AND/OR SELECTED PUBLIC COLLEGES OF HIGHER EDUCATION IN TEXAS
SUBCHAPTER C	APPROVAL OF NEW ACADEMIC PROGRAMS AT PUBLIC UNIVERSITIES, HEALTH-RELATED INSTITUTIONS, AND REVIEW OF EXISTING DEGREE PROGRAMS
RULE §5.52	Review of Existing Degree Programs

(a) In accordance with the requirements of the Southern Association of Colleges and Schools, Commission on Colleges, each public institution of higher education shall have a process to review the quality and effectiveness of existing degree programs and for continuous improvement.

(b) The Coordinating Board staff shall develop a process for conducting a periodic audit of the quality, productivity, and effectiveness of existing bachelor's, master's, and doctoral degree programs at public institutions of higher education and health-related institutions.

(c) Each public university and health-related institution shall review all doctoral programs at least once every ten years.

  (1) On a schedule to be determined by the Commissioner, institutions shall submit a schedule of review for all doctoral programs to the Assistant Commissioner of Academic Quality and Workforce.

  (2) Institutions shall begin each review of a doctoral program with a rigorous self-study.

  (3) As part of the required review process, institutions shall use at least two external reviewers with subject-matter expertise who are employed by institutions of higher education outside of Texas.

  (4) External reviewers must be provided with the materials and products of the self-study and must be brought to the campus for an on-site review.

  (5) External reviewers must be part of a program that is nationally recognized for excellence in the discipline.

  (6) External reviewers must affirm that they have no conflict of interest related to

the program under review.

  (7) Closely-related programs, defined as sharing the same 4-digit Classification of Instructional Programs code, may be reviewed in a consolidated manner at the discretion of the institution.

  (8) Institutions shall review master's and doctoral programs in the same discipline simultaneously, using the same self-study materials and reviewers. Institutions may also, at their discretion, review bachelor's programs in the same discipline as master's and doctoral programs simultaneously.

  (9) Criteria for the review of doctoral programs must include, but are not limited to:

    (A) The Characteristics of Texas Public Doctoral Programs;

    (B) Student retention rates;

    (C) Student enrollment;

    (D) Graduate licensure rates (if applicable);

    (E) Alignment of program with stated program and institutional goals and purposes;

    (F) Program curriculum and duration in comparison to peer programs;

    (G) Program facilities and equipment;

    (H) Program finance and resources;

    (I) Program administration; and

    (J) Faculty Qualifications.

  (10) Institutions shall submit a report on the outcomes of each review, including the evaluation of the external reviewers and actions the institution has taken or will take to improve the program, and shall deliver these reports to the Academic Quality and Workforce Division no later than 180 days after the reviewers have submitted their findings to the institution.

  (11) Institutions may submit reviews of graduate programs performed for reasons of programmatic licensure or accreditation in satisfaction of the review and reporting requirements in this subsection.

(d) Each public university and health-related institution shall review all stand-alone master's programs at least once every ten years.

  (1) On a schedule to be determined by the Commissioner, institutions shall submit a schedule of review for all master's programs to the Assistant Commissioner of Academic Quality and Workforce.

  (2) Institutions shall begin each review of a master's program with a rigorous self-study.

  (3) As part of the required review process, institutions shall use at least one external reviewer with subject-matter expertise who is employed by an institution of higher education outside of Texas.

  (4) External reviewers shall be provided with the materials and products of the self-study. External reviewers may be brought to the campus for an on-site review or may be asked to conduct a remote desk review.

  (5) External reviewers must be part of a program that is nationally recognized for

excellence in the discipline.

(6) External reviewers must affirm that they have no conflict of interest related to the program under review.

(7) Closely-related programs, defined as sharing the same 4-digit Classification of Instructional Programs code, may be reviewed in a consolidated manner at the discretion of the institution.

(8) Master's programs in the same 6-digit Classification of Instructional Programs code as doctoral programs shall be reviewed simultaneously with their related doctoral programs.

(9) Criteria for the review of master's programs must include, but are not limited to:

(A) Faculty qualifications;

(B) Faculty publications;

(C) Faculty external grants;

(D) Faculty teaching load;

(E) Faculty/student ratio;

(F) Student demographics;

(G) Student time-to-degree;

(H) Student publication and awards;

(I) Student retention rates;

(J) Student graduation rates;

(K) Student enrollment;

(L) Graduate licensure rates (if applicable);

(M) Graduate placement (i.e. employment or further education/training);

(N) Number of degrees conferred annually;

(O) Alignment of program with stated program and institutional goals and purposes;

(P) Program curriculum and duration in comparison to peer programs;

(Q) Program facilities and equipment;

(R) Program finance and resources; and

(S) Program administration.

(10) Institutions shall submit a report of the outcomes of each review, including the evaluation of the external reviewer(s) and actions the institution has taken or will take to improve the program, and shall deliver these reports to the Academic Quality and Workforce Division no later than 180 days after the reviewer(s) have submitted their findings to the institution.

(11) Institutions may submit reviews of graduate programs performed for reasons of programmatic licensure or accreditation in satisfaction of the review and reporting requirements in this subsection.

(e) The Coordinating Board shall review all reports submitted for master's and doctoral programs and shall conduct analysis as necessary to ensure high quality. Institutions may be required to take additional actions to improve their programs as a result of Coordinating Board review.

Source Note: The provisions of this §5.52 adopted to be effective August 26, 2009, 34 TexReg 5678; amended to be effective November 29, 2010, 35 TexReg 10496; amended to be effective May 24, 2011, 36 TexReg 3183; amended to be effective August 15, 2013, 38 TexReg 5063; amended to be effective May 29, 2018, 43 TexReg 3347

Appendix C: SACSCOC

7: Institutional Planning and Effectiveness

1. **The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission.** *(Institutional Planning)* **[CR]**

SACSCOC Standard 7.1 centers on the university's mission. Note that SFA's mission states that the university is "dedicated to excellence in teaching, research, scholarship, creative work, and service." Therefore, at a minimum, each academic program must maintain and regularly assess program goals that set measurable outcomes for these activities. The assessment of academic program goals must be included in the APR, and the program's progress towards those goals should be a major focus of its self-study.

8: Student Achievement

Student learning and student success are at the core of the mission of all institutions of higher learning. Effective institutions focus on the design and improvement of educational experiences to enhance student learning and support student learning outcomes for its educational programs. To meet the goals of educational programs, an institution provides appropriate academic and student services to support student success.

1. **The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success.** *(Student achievement)* **[CR]**
2. The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:
   a. Student learning outcomes for each of its educational programs.
   (Student outcomes: educational programs)

SACSCOC Standard 8.1-2.a centers on student learning outcomes for academic programs. Each academic program must maintain and regularly assess program learning outcomes (PLOs) for each academic program. The assessment of PLOs must be included in the APR, and the program's progress towards them must be addressed in its self-study.

Appendix D: APR Timeline

APR Timeline			
Step	**Due By**	**Notes**	**Done**
Self-study written	September-February		
External review team selected	By October 15		
Self-study sent to Provost's Office	By March 15		
Self-study sent to external review team	By April 1		
External review conducts site-visit, if scheduled	By May 15		
External review team submits report	By May 31		
Program head drafts action plan in response to external review report	By June 30		
College dean provides written feedback on action plan	By July 15		
Program head, college dean, & graduate dean meet w/ Provost's Office to finalize action plan	By July 31	Action plan incorporated into Nuventive Improve plans.	
Assc. provost for curriculum submits APR materials to CB	By August 15		
Program head, college dean, & graduate dean meet w/ Provost's Office to review progress towards action plan	By the following July 31	Results and follow-up added to Nuventive Improve plans.	

Appendix E: APR Schedule

College/Academic Program	Academic Year									
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
College of Business										
MBA & MPA										✓AACSB
Accounting										✓ AACSB
Bus Com & Legal St										✓ AACSB
Econ & Finance										✓ AACSB
Mgt & Mkt										✓ AACSB
College of Education										
Elementary Ed		✓CAEP								
Human Sciences							✓AAFCS			
Human Services										
Speech Lang Path			✓CAA							
Com Sci & Disorders			✓							
Pre-Audiology			✓							
Rehab Services			✓							
Prof Counseling etc.					✓CACREP					
School Psychology		✓CAEP/ NASP								
Student Affairs					✓					
Special Ed		✓CAEP DIAG, DHH, VI				✓AER O&M				
Human Services		✓CAEP Grad				✓UG (BS)				
Kines/Health Science		✓CAEP Grad						✓UG		
Athletic Training		✓CAATE								
SecEd/Ed Leadership		✓CAEP								

College/Academic Program	Academic Year									
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
College of Fine Arts										
School of Art				✓NASAD						
School of Music			✓NASM							
School of Theatre						✓NAST				
College of Forestry & Agriculture										
Agriculture								✓		
Env Science								✓		
Forestry				✓SAF						
College of Liberal & Applied Arts										
Anthro, Geo, & Soc							✓			
English	✓									
Government					✓					
History									✓	
LCC									✓	
Mass Com									✓	
Psychology									✓	
Military Science										✓
MDP							✓			
Social Work									✓CSWE	
College of Sciences & Mathematics										
Biology						✓				
Chem & Bio Chem					✓					
Computer Science						✓ABET				
Geology							✓			
Math/Statistics						✓				
Nursing	✓MSN			✓BSN						
Physics & Astro							✓ABET			
MS Nat Sci Dean								✓		

GRADUATE DEGREES

College of Business
>Master of Business Administration 2028-2029
>Master of Professional Accountancy 2028-2029

College of Education
>Academic Program of Elementary Education
>>Master of Education in Early Childhood Education 2020-2021
>>Master of Education in Elementary Education 2020-2021
>School of Human Sciences
>>Master of Science in Human Sciences 2025-2026
>Academic Program of Human Services
>>Master of Science in Speech-Language Pathology 2021-2022
>>Master of Arts in Professional Counseling 2023-2024
>>Master of Arts in School Psychology and Doctorate of Philosophy in School
Psychology 2020-2021
>>Master of Arts in Student Affairs and Higher Education 2023-2024
>>Master of Education in Special Education 2020-2021
>Academic Program of Kinesiology and Health Science
>>Master of Science in Athletic Training 2020-2021
>>Master of Science in Kinesiology 2020-2021
>Academic Program of Secondary Education and Educational Leadership
>>Master of Arts in Teaching in Secondary Education 2020-2021
>>Master of Education in Educational Leadership and Doctorate of Philosophy in
Educational Leadership 2020-2021
>>Master of Education in Secondary Education 2020-2021
>>Master of Education in Teaching and Learning 2020-2021

College of Fine Arts
>Master of Arts in Art 2022-2023
>Master of Arts in Art Education 2022-2023
>Master of Fine Arts (Filmmaking or Art) 2022-2023
>Master of Music 2021-2022

College of Forestry and Agriculture
>Master of Science in General Agriculture 2025-2026
>Master of Science in Environmental Science 2025-2026
>Master of Forestry and Doctorate of Philosophy in Forestry 2021-2022
>Master of Science in Forestry (Forestry and Spatial Science) 2021-2022
>Master of Science in Resource Communications (Forestry) 2021-2022

College of Liberal and Applied Arts
 Master of Arts in English 2019-2020
 Master of Public Administration 2022-2023
 Master of Arts in History 2026-2027
 Master of Arts in Hispanic Studies 2027-2028
 Master of Arts in Mass Communication 2026-2027
 Master of Arts in Psychology 2027-2028
 Master of Interdisciplinary Studies 2024-2025
 Master of Arts in Publishing 2024-2025
 Master of Social Work 2026-2027

College of Sciences and Mathematics
 Master of Science in Biology 2023-2024
 Master of Science in Cyber Security 2023-2024
 Master of Science in Geology 2024-2025
 Master of Science in Mathematical Sciences 2023-2024
 Master of Science in School Mathematics Teaching 2023-2024
 Master of Science in Nursing Family Nurse Practitioner 2019-2020
 Master of Science in Natural Science 2025-2026