The Academic Program Review process may be divided into the following stages, and each stage is described in detail below:

1. Notification and orientation
2. Selection of the review panel
3. Production of the self-study
4. Interval review, revision and distribution of materials
5. Panel site visit schedule
6. Panel report
7. Departmental response
8. Capstone meeting between department and administrative leadership team

1. Notification and orientation: Deans of programs scheduled for review on the Academic Master Plan in the coming academic year should be notified no later than April; deans should be consulted as to whether the program should be reviewed on schedule or whether special circumstances merit postponement. Notification and current review guidelines shall be provided to chairs, associate deans, and deans. It is recommended that an orientation be held for chairs and associate deans in April and that programs scheduled for review provide three two-day potential date blocks and reviewer names (see item 2 below) by June 1 (Fall review programs) and September 1 (Spring review programs).

2. Selection of the Review Panel: The typical APR panel is composed of two external members and one internal member. For large departments, and those whose doctoral programs are also under review, the APR panel may comprise three external members and one internal member. The administrative leadership team will recruit reviewers on the basis your recommendations. Accordingly, we ask that you nominate a total of 12 potential reviewers, as follows:

   **External Reviewers:** The Program Director/Advisor/Chair submits the names of eight external experts in the field whom you consider well qualified to participate in your review. They should hold the rank of full professor. For each nominee, include a single-paragraph curriculum vitae, along with his or her academic home page URL, a current telephone number and an email address. Please note that external reviewers must not have close involvement with your department (e.g., they are not your graduates, mentors to or collaborators with your faculty within past 5 years). For budgetary reasons, please consider including at least a few nominees residing relatively close to San Diego.

   **Internal Reviewers:** The Program Director/Advisor/Chair submits the names of four internal faculty members appointed outside of the college whom you consider well qualified to participate in your APR. You might nominate individuals from departments that are academically related to yours, or from departments in other colleges in which your students regularly take courses. For each nominee, please include a single-paragraph curriculum vitae, including her or his academic home page URL, a current telephone number, an email address, as well as any connections between department faculty members and nominated reviewers.

3. Production of the Self-Study: The Self-Study is one of the most important aspects of the process and should represent your best effort to describe your program to the panel. The Self-Study should (1) set a context for your activities and priorities, (2) demonstrate your progress toward achieving your goals, and (3) establish your future directions. We appreciate that sections of the Self-Study may be generated by different personnel, and if so request that these sections be carefully edited to produce a cohesive document of consistent voice, formatting, etc. Please consult with your College Dean or
Associate Dean to determine if they would like an opportunity to review your self-study before it is distributed to reviewers.

The Self-Study shall consist of the following sections (A through H), labeled and titled in the following order:

A. Program Mission and Program Learning Goals: State the Program Mission and Program learning Goals (as established in WEAVE) followed by a broad overview of the department, including its evolution, points of excellence, strengths and weaknesses, how it relates to other teaching and research units on campus, and a rationale for current program offerings. (4-6 double-spaced pages).

B. Response to Previous Academic Program Review: Describe how the program has acted in response to the major issues, challenges, and recommendations as identified in documents from the previous APR (i.e., panel report, program response letter, and institutional summary letter; include as separate appendices). Summarize the impact of these actions and how they have influenced the current state of the department.

C. Department Goals and Planning: State the short- and long-term goals of the program or department and describe the plans for achieving them. Contextualize these goals with internal and external data as relevant. Incorporate plans for future resource development as appropriate. (4-6 double-spaced pages).

D. Comparable and Aspirational Departments: Describe four comparable and four aspirational departments, addressing the following for each institution in table format: Degrees offered, Number of faculty, Number of undergraduate and graduate students enrolled, Number of majors, Research and scholarly activity of the faculty and students, and Degrees awarded. Discuss how you envision approaching the levels of the aspirational departments.

E. Curricular Overview, Student Demographics, and Programmatic Assessment:

   1. Curriculum: Describe the undergraduate and graduate curricula. Address how and by whom they are reviewed—internally and / or externally—as well as any changes that were made based on the previous academic program review. Include compilation of most recent versions of syllabi for major required courses and major electives as drawn from the SDSU Syllabus Collection.

   2. Recruitment, Retention, and Graduation Measures: For the last five years, tabulate and analyze undergraduate and graduate student headcount enrollment (i.e., total students in each degree program) and graduate admissions data (i.e., # applied, admitted, % applied who were admitted, # enrolled, % admitted who enrolled). Provide indices of the quality of students admitted to undergraduate (e.g., GPA, SAT) and graduate programs (e.g., GPA, GRE). Provide available information about undergraduate retention and graduation rates. Provide information about graduate student completion rates and time-to-degree, and available information about postgraduate/professional development trajectories. This information can be obtained from the campus Analytical Studies and Information Research (ASIR) office. Assess and analyze student success (e.g., time to degree) issues in your program and identify steps your program is taking or plans to take to address them.

   3. Student Demographics: In table form, report the diversity of undergraduate and graduate students (% female, % underrepresented, % international) in your department/school/program. Contextualize and comment on any notable observations or trends.
4. **Class Size:** Analyze the implications of class size on the educational experiences of the students, instructional challenges for the faculty, and on your budget.

5. **Degree Learning Outcomes:** State the established Degree Learning Outcomes (DLOs) for your undergraduate and graduate programs, with the former drawn from your established undergraduate degree entries within WEAVE.

6. **Curricular Maps:** For each undergraduate degree in your program, include a curricular map illustrating how the required major courses progressively build capacity for students to achieve the broader Degree Learning Outcomes. See the Program Assessment primer (assessment.sdsu.edu) for more information on curricular mapping.

7. **Accomplished Programmatic Assessment for Student Learning:** Using WEAVE, generate and include as separate appendices your Detailed Assessment Reports (DARs) for each undergraduate degree for each available year since your last Academic Program Review. Based on these DARs, select one to three Degree Learning Outcomes, summarize your various Measures, Findings, Targets, and Actions for each DLO (over multiple academic years if appropriate), and contextualize these assessment efforts and actions within your broader goals for improving student learning and program effectiveness.

8. **Planned Programmatic Assessment for Student Learning:** Provide a short overview of your broad plans for programmatic assessment for student learning over the next three years, including specific DLOs of focus, anticipated measures for these DLOs, etc. as well as any broader goals (e.g., revision/addition of DLOs, incorporation/assessment of High Impact Practices, etc.)

9. **Opportunities for High Impact Practices:** Describe any programmatic opportunities and requirements for undergraduates to engage in “High Impact Practices” (e.g., first-year seminars, learning communities, writing intensive courses, collaborative projects, undergraduate research, study abroad, service learning, community-based learning, internships, capstone courses/projects, etc.). Provide any relevant evidence-based assessment of these opportunities and how these findings have been acted upon to improve the program and student learning.

10. **Student, Alumni, and Employer Feedback:** Describe how the program has compiled feedback from students, alumni and employers (aka indirect assessment), and how this information is used to make programmatic improvements.

11. **External Accreditation:** If your program is subject to accreditation by an external agency, describe its present status, the date and nature of the next review, and how you might leverage your program assessment data within WEAVE towards this accreditation effort. For the latter, identify any needed assistance to implement this leverage.

12. **Academic Advising:** Describe how your program(s) provide academic advising for your students as well as any improvements that need to be made in this area to improve retention and graduation rates as well as the quality of the student experience.

13. **Teaching Assistants:** Report on how many TAs your program employs per semester, their preparation/mentoring/evaluation to ensure effective student learning, the nature and variations of their teaching loads, and the nature and variations of their compensation packages.

14. **Graduate Assistants:** Report on how many GAs your program employs per semester, what tasks these GAs typically perform, and the nature and variation of their compensation packages.

15. **International Components:** Describe the level of international activities in teaching and research that your program has in place. For curricula that have an international requirement, describe their intended outcomes and means by which your program uses assessment evidence to ensure and/or improve student learning.

F. **Faculty Composition, Achievements, and Evaluation:**
1. **Faculty Roster:** Provide a table with one line per faculty member, with name, rank, field, terminal degree date, and SDSU start date.

2. **Faculty Achievements:** In a preface, report the number of faculty in your unit and summarize the total numbers of research and/or scholarly works of your faculty over the last five years. In tabular form, summarize the research and scholarly activities of each faculty member over the last five years. In this table, include discipline-appropriate indices of each faculty member’s achievements. These indices may include, but are not limited to, extramural support, publications and their impact (e.g., h-factor or impact factor for disciplines where these indices are commonly considered metrics of value), and significant honors received by faculty members. Also report graduate supervision load (i.e., theses and dissertations chaired) and undergraduate supervision load (e.g., honors theses chaired) by each faculty.

3. **Assessment of Faculty Achievements, Productivity and Workload:** Describe how the productivity of your faculty members is assessed by your department, program, school and/or college. Describe the policies and mechanisms used in the tenure and promotion reviews. Also describe the policies and mechanisms of post-tenure review.

4. **Faculty Mentorship:** Describe how tenure-track faculty members are mentored in the review, promotions and tenure process.

5. **International Components:** Describe the level of international activities in teaching and research that your program has in place. Describe any curricula that have an international requirement.

G. **Resources:** Describe how resource limitations impact progress toward your goals. This essay may include a discussion of resources, physical facilities, faculty development, faculty recruitment, leadership, governance, or faculty or student morale. It should also include any modifications in goals and objectives as a result of reflection since the previous academic review. (4-6 double-spaced pages). Finally, describe what additional resources would be needed for the department to achieve its future goals.

H. **Appendices:** Appendices for the Self-Study shall include, but are not limited to, the following with appropriate enumeration and referencing

- Panel Report from previous Academic Program Review
- Program Response Letter from previous Academic Program Review
- Institutional Summary Letter from previous Academic Program Review (if produced)
- Compilation of most recent versions of syllabi for major required courses and major electives
- Full faculty curriculum vitae in a consistent style as determined by the department
- Additional materials discussed within Self-Study such as space analyses, student grade reports, etc.

4. **Internal Review, Revision, and Distribution of Materials:** The program chair/director shall provide Word versions of the final drafts of the Panel Site Visit Schedule, Self-Study, and all Appendices to the office of the Associate Dean of Graduate and Research Affairs at least six weeks prior to the scheduled site visit. These materials will be reviewed for completeness and comments/suggestions/requests will be provided to the chair/director of the program.

The revised and finalized versions of the materials shall be provided to the office of the Associate Dean of Graduate and Research Affairs in the following forms at least four weeks prior to the scheduled site visit.

A. One hard copy of the Panel Site Visit Schedule, Self-Study, and all Self-Study Appendices in a white binder labeled on the front and spine with department/program/school name and semester of the review.
B. Nine hard copies of Panel Site Visit Schedule and Self-Study (w/o Appendices) in white binders labeled on the fronts and spines with department/program/school name and semester of the review.

C. Ten CDs containing Word and/or pdf files of the Panel Site Visit Schedule, Self-Study, and each Self-Study Appendix. Files should be logically named such that they appear in the same order as the hard copy materials; CDs and CD sleeves should be labeled with department/program/school name and semester of review.

5. Panel Site Visit Schedule: The Panel Site Visit is usually a two-day process, although larger departments may require three days. The Panel Site Visit starts with a session between the review panel and the administrative leadership team, and is followed by a session with the department chair. The panel should then be scheduled to meet with groups of faculty, students, and staff. Please ensure that the panel is provided at least two hours during the two days for work sessions. The department is responsible for transporting out-of-town panelists to and from SDSU and other locations as well as planning and funding lunches and dinners. Please adhere closely to the attached sample Panel Site Visit Schedule when planning the site visit.

6. Panel Report: The academic review panel is asked to prepare a document that represents their collective view of the strengths and weaknesses in each of the Self-Study areas as well as the current/future opportunities and challenges faced by the department. At least two work sessions should be scheduled during the site visit for the panel members to outline their report. The final document should be submitted electronically to the Associate Dean of Graduate and Research Affairs by the Review panel within one month of the site visit.

7. Departmental Response to Panel Report: The department shall submit a written response to the Associate Dean of Graduate and Research Affairs within two weeks of receiving the panel report.

8. Capstone Meeting between Department and Administrative Leadership Team: After submission of the Departmental Response, the Associate Dean of Graduate and Research Affairs will organize a final meeting between the department chair and the administrative leadership team. Conclusions from this meeting will be summarized in memo form and distributed to the administrative leadership team and department chair. For departments where the conclusions from the review are judged by the administrative team to warrant follow-up before the next regularly scheduled review, the Associate Dean of Graduate and Research Affairs will calendar and organize a subsequent department report and meeting.