OSU Academic Program Review (APR) Process – Certificate Programs

In order to best support undergraduate and graduate certificate programs for the APR process on the OSU campus, the below considerations are suggested as a way for certificates to fulfill the minimum requirements of the Oklahoma State Regents with the limited number of students enrolled. As such, we have modified the below form to show a more condensed and simplified version of the APR process. The below considerations are intended to be a guide through which a certificate program can decide how much information they would like to provide based on the number of students enrolled and breadth of the certificate program. More information is always welcome.

Certificate programs should aim to complete the following:

- Page 1 – Executive Summary
- Page 2 – Program History
  - Certificates are encouraged to try the curricular analytics activity as a practice activity and report on the findings.
- Page 3 – Answer the questions marked with an * to provide at least a brief description of enhancements for the certificate. The page range for the PEP is between 3 and 8 pages but can be briefer as needed to accommodate the student counts of a certificate.
  - As the intention of the PEP is to facilitate continuous improvement, we maintain that certificate programs will still benefit from the procedures. However, we understand that certain limitations of a certificate program may come into play throughout the process.
- Page 4 - Answer the questions marked with an * and provide some update regarding the assessment of the certificate. The maximum page range for the Additional Questions is 3 pages but can be briefer to accommodate the student counts of a certificate.
  - A certificate only question has been provided to swap out questions 3-5 regarding program outcomes assessment.

Academic Program Review Form

Oklahoma State University, Academic Program Review Executive Summary					
Official Degree Program(s) covered by this report	**Degree Level**	**3-digit code**	**5-yr average Headcount**	**5-yr average Degrees Granted**	**Yes/No, Area Accreditation?***

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

Author of report	Name only, not signature	
Department Head	Name only, not signature	
Dean	Name only, not signature	

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	**College**	**Institution**
Expand the number of students in the program(s)			*
Maintain the number of students in the program(s)			
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program, it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. These can include additional information about the program, any accomplishments of the program, and/or discuss the improvements the program has made over the past several years.

Provide the number of courses taught exclusively for the major program for each of the last five years and the size of classes for each program level listed below:

	Number of Classes 22-23	Size of Classes 22-23	Number of Classes 21-22	Size of Classes 21-22	Number of Classes 20-21	Size of Classes 20-21	Number of Classes 19-20	Size of Classes 19-20	Number of Classes 18-19	Size of Classes 18-19
Baccalaureate Level										
Master's Level										
Doctoral Level										

Provide student credit hours by level generated in all major courses that make up the degree program for five years.

Provide the direct instructional cost for the program over the last five years.

Provide the number of credits and credit hours generated in the degree program that support the general education component and other major programs including certificates.

Curricular Analytics Activity

A new exercise is being asked of programs up for Academic Program Review. The below review exercise is intended to align with OSU's new Strategic Plan in support of Imperative #2 – Student Success and Imperative #4 – Ideal Graduate.

Utilize this exercise to consider a typical curricular path for an undergraduate student in your program and enter an academic degree plan for that student in curricularanalytics.org. Reflect on what barriers to timely progress toward graduation you (faculty advisors) notice in the output. Consider the following possible situations. Are there:

- long sequences of courses with strict prerequisites?
- prerequisite courses with high DFW rates?
- prerequisite courses that are not offered often?
- If any issues have been identified, what can be done to alleviate these challenges?
- What can be done to streamline the ease of time to graduation for the program and for the students?

The results of the curricular analysis based on these questions are meant to generate discussion among faculty/advisors and critical thinking to support continuous program improvement and student success in learning. (Ideally, faculty/advisors can use to modify/alleviate any steps of degree plan path that could hinder the student success.)

Reflect on what was found through this exercise in the below space and outline any action plans that have been created due to the exercise. Each program should address the recommendation or integrate the action plan into the recommendation sections on page 1 of this form.

Oklahoma State University, Academic Program Review
Program Enhancement Plan (PEP)

Overview

Provide a title and description of the PEP. Outline the timeline for completion of the PEP.*

Provide a one-page executive summary that describes the PEP, and summarizes what will be accomplished, explaining any significant changes or improvements that this project will achieve over time.*

Scope and Impact

Provide a detailed description of what will be accomplished in the project in relation to its purpose and goals/objectives, and of alignment to support the mission of the academic program (student learning, teaching, research, etc.), OSU mission, and OSU Strategy.*

Describe how to evaluate the impact of the project, including any changes/improvements in processes, policies, technology, programs, student learning, etc. that will be in place because of the PEP.*

~~Describe any tools, data, or other information that might arise as a result of the PEP.~~

Describe the biggest challenges and opportunities that may be encountered in implementing the project and how they will be addressed.*

Consider the key areas that will be addressed by the PEP. (Examples included: advising; assessment; civic engagement; curriculum; diversity; faculty development; online learning; program evaluation; quality improvement; teaching/pedagogy; etc.)*

Commitment To/Engagement with PEP

Provide evidence of the active engagement of internal/external teams of administrators, faculty, and staff at different stages throughout the project.*

~~Identify individual team members along with their specific roles and anticipated contributions to the successful achievement of the PEP goals.~~

~~Identify individuals and groups and their roles in leading or directly contributing to implementation of the PEP.~~

Future Plans (Milestones of Continuing Project)

Describe the workflow for ongoing activities related to or as a result of the PEP.*

Describe what has been accomplished so far and the next steps on the action plan as well as the strategies to maintain sustainability for the program.*

Other

~~Describe any practices or artifacts from the project that other academic programs at OSU or institutions that report to the State Regents might find meaningful or useful.~~

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Additional Questions
NOTE: This section must be completed by programs that are not externally accredited. Externally accredited programs should provide their area accreditation approval letter in place of this section.

Explain the key advancements/developments in the program(s) over the last 5 years.*

Provide examples of the quantitative and qualitative evidence, both on student learning and program effectiveness, that distinguish the program(s).*

Certificates Only: Describe any student learning outcomes assessment that has been done regarding the certificate including how findings have been used for improvement. If assessment has not yet been completed, describe how assessment might be done in the future. (*What SLOs and methods might be used?*) *

Describe key findings from student learning outcomes assessment within the last five years and what trends emerged in the program from student learning outcomes assessment? (*What did the assessment findings reveal? What do faculty interpret the results to mean? What do the results suggest about the curriculum, teaching practices, and/or student achievement of the program learning outcomes?*)

What specific actions have been taken or are in progress for continuous improvement based on the program student learning outcome assessment in the last 5 years? Please provide specific examples with both quantitative and qualitative evidence.

What actions have been implemented to make student learning outcomes assessment more meaningful and manageable, and have led to program student learning assessment effectiveness improvement?

Provide information about employment or advanced studies of graduates of the program(s).*

Provide information about the success of students from this program who have transferred to another institution.