

Directions for Completing the OSU Academic Program Review Form

The below information can be used to effectively fill in the newly constructed APR form. We highly encourage feedback regarding redundancies or challenges that may be faced when completing the APR form. Rationale must be provided regarding why a section should be removed or added to the APR form moving forward.

- In the topmost table, information can be found through the following:
 - 3-digit code – found in Nuventive naming convention or on OSRHE website

Oklahoma State University Academic Program Review 2023 Undergraduate Program(s) Prepared for the OSU/A&M Regents and the Oklahoma State Regents of Higher Education, OSRHE					
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?*

- 5-yr average Headcount and 5-yr average Degrees Granted – provided by IRA

Oklahoma State University Academic Program Review 2023 Undergraduate Program(s) Prepared for the OSU/A&M Regents and the Oklahoma State Regents of Higher Education, OSRHE					
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?*

*If the program is covered by area accreditation, then the accreditation letter can be submitted and only the first page of this form is required.

- The Departmental Recommendations will be provided by the department/program upon completion of the Academic Program Review.

Detail	<p>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.</p> <p>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.</p> <p>Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;"></th> <th style="width: 15%;">Department</th> <th style="width: 15%;">College</th> <th style="width: 10%;">Institution</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>Expand the number of students in the program(s)</td> <td> </td> <td> </td> <td> </td> <td style="text-align: center;">*</td> </tr> <tr> <td>Maintain the number of students in the program(s)</td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>Reduce the number of students in the program(s)</td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>Reorganize the program(s)</td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>Suspend the program(s)</td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>Delete the program(s)</td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p style="font-size: x-small; margin-top: 5px;">*If the institution supports expansion of the number of students in the program, it is within the known resources.</p>		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)				
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- The Distinguishing Attributes can be provided by the program or department. This is an area in which additional information or context regarding challenges or successes within the program can be provided.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. **

- On page 2, questions 1-4 are newly added to the form. UAT has provided an approximation of a table for question 1 but suggestions for improvement are welcomed.
 - For questions 2-4, suggestions are welcomed regarding if these would be better represented by tables or narrative formats.
 - These four questions can be answered through data provided by IRA.

Oklahoma State University, Academic Program Review Program History and Analytics										
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.										

- The curricular analytics activity can be completed by going to <https://curricularanalytics.org/>. Each program should insert a typical academic degree plan into the system and reflect upon the output provided.

Curricular Analytics Activity
<p>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.</p> <p>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:</p> <ul style="list-style-type: none"> • 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? <p>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.)</p> <p>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.</p>

- The Program Enhancement Plan (on page 3 of the form) should be developed and discussed amongst the program faculty and stakeholders. This section of the report should be between 3-8 pages in length.

NOTE: The following questions are required for those programs that are not externally accredited. Externally accredited programs should provide their area accreditation approval letter in place of this section.

- The “Additional Questions” can be answered using information provided by the program within Nuventive Improvement Platform and should be three pages or less in length.
 - These questions were previously Questions 1-5 of the former APR form.
 - UAT has provided resources for finding this information within the Nuventive platform. Please see the Nuventive Improvement Platform Canvas Community page for more information.

Oklahoma State University, Academic Program Review Additional Questions *For programs that are not using area accreditation letter as the APR report
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).
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? <i>(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?)</i>
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?

- The following question can be answered through exit surveys, alumni survey, alumni center information, or other follow up procedures with graduates of the program.
 - This question was previously Question 6 of the APR form.

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

- The last question is also newly added to the form.
 - National Clearinghouse data may serve as a place to find this information.

If available, provide information about the success of students from this program who have transferred to another institution.