

Academic Program Review Self-Study Report Recommendations

Framing: The APR Self-Study report is a snapshot of your programs – this is an opportunity for you to present what has been working in your programs, describe challenging issues in your programs, what you determine can grow or change, and what is needed for this development to happen...all with evidence to support these statements.

What is considered evidence you could use for your self-study and report?

- Unit's PLOs and curriculum map
- Assessment of Program Learning Outcome (PLO)
- Annual Assessment Reports
- Student engagement (e.g., student research, community projects, internships, program social activities),
- Student academic supports (e.g., tutoring, peer tutoring, academic resources),
- Student professional supports (e.g., student organizations, clubs, guest speakers, career or graduate school application support)
- Utilize data provided to you by OIE (e.g., program enrollment)
- Utilize data at your disposal: (e.g., course listings, enrollment, faculty lists, staff support,)
- Faculty data (e.g., faculty teaching load, scholarship, grants, community engagement, awards, etc.)
- Accreditation reports prepared for outside organizations.

Other Recommendations and strategies for preparing your report:

- Delegate! Gather faculty to assist in writing different sections related to programs, contribute to questions.
- Take one section at a time or one question at a time and plan as a group how you want to respond to it
- Talk about report progress regularly at your faculty meetings – even if it is a quick update on where folks are in writing their respective sections
- Engage in active dialogue and reflection on what you are learning, (e.g., clarify knowledge, values, beliefs, and assumption about your programs)
- Document how you carried out your self-study (e.g., process for the work)
- Talk with other units who have submitted an APR report (please ask for these list of units)
- Set deadlines for different sections to keep your report on track
- Write the report as though an external person will be reading the report (which is actually true!) - really describe what is happening in your programs
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APR Checklist: This check list provides guidance for preparing and engaging in a self-assessment of your report. It is intended as a tool to help guide your self-study report not as a

required list. Each unit's report will have variability and emphasis based on their programs and their self-study process.

✓	APR Checklist Item
Overall Report	
	Table of Contents
	Page numbers
	Labeled charts, graphs, tables imbedded in the report
	Appendices with data provided from OIE used for self-study
	Additional materials in appendices (if necessary) (e.g., student support information, PLOs, curriculum maps, student assessment findings, unit level data or student support data).
Overview of your Unit and Programs and overview of the self-study process and learning	
	Provide an overview of your unit and programs (e.g., Describe undergraduate and graduate programs, minors, and certificates. Unit's mission and vision and its connection to Loyola Mission and vision. Support or interdisciplinary work with other Unit's and programs, Centers within the unit and any roles they have with students.)
	Describe the process carrying out the self-study and of report writing (e.g., Who was involved? What steps were taken to complete self-study? How was the report completed?) <i>This can be addressed in any section</i>
	Describe what you have learned from the self-study process, reflections on self-study and how it has shaped your decisions around actions you propose to implement.
Student Learning and Support	
	Use PLOs, curriculum maps, student assessment data, annual assessment reports, and unit level student support data to support this section.
	Discuss status of PLO development and/or use within programs, provide description of any changes or improvements that have been made or are in the works.
	Discuss Status of curriculum mapping of PLOs and/or use with programs, provide description of any changes or improvements that have been made or are in the works.
	Provide any data collected on these PLOs or plans to collect data (e.g., assessment plans)
	Explain how unit has used assessment data to make changes to program or pedagogical changes (e.g., PLOs, assessment, course content, instructional practices) (if in progress explain how it will be done)
	Discuss how unit provides support for students using specific examples
	Explain how unit regularly makes decisions about programs and if/how/what data is used to make these decisions (if in progress explain how it will be done)
Strategic Issues and Resources	
	Use OIE provided data and unit level data on student enrollment, program completion and graduation to support this section.

	Explain how unit/programs support LUC mission or plans to do so
	Explain how unit/programs engage in DEI efforts for related to student enrollment and programs or plans to do so
	Explain how unit/programs engage in DEI efforts for related to faculty or plans to do so
	Use OIE provided data, unit level data on faculty productivity, and workload to support this section.
	Explain the faculty productivity related to teaching, and outside of teaching, (e.g., scholarship, grants, community engagement)
	Discuss how unit/program's resources can be used or are used to sustain, shape, change programs moving forward.
Executive Summary	
	Recommendation for graduate and undergraduate program (e.g., sustain, change substantially, sunset,) each program using data for support
	3-year projections for each program: student enrollment, faculty support, course offerings (e.g., cross-program offerings)
	Describe actions unit plans/wants to take moving forward, include how current resources will be used and what additional resources might be needed to sustain, shape, change programs, or to reach 3-year projections.