**WKU Academic Program Review—DEGREE REVIEW Self-Study Checklist/Template**

**GRADUATE, ACCREDITED Programs** (updated 7/17/25)

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| **Program Name:** | **Departmental/College Home:** |
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| **WKU Program Reference Number:** | **CIP Code:** |
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| **Program Coordinator:** | **Program Original Implementation Date:** |
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| **Department Chair/Director:** | **Report Submission Date:** |
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*APR for Accredited Programs is an abbreviated process. Sections 1, 13, 14, and 16 are required, but deans work with department chairs and program coordinators to review the program’s professional accreditation report and check the other areas the program must address in the template.*

1. **Response to previous program review recommendations REQUIRED**

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| *Summarize recommendations from the previous program review (currently CAPE, 5th-year review, or accreditation report) and how they were acted upon.* |
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1. **Program Overview**

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| *Provide current program requirements as approved, primary delivery modes, and any collaborations with other departments. Consider the following questions:*   1. Provide a link to the program requirements from the WKU catalog? 2. How does the mission of the program fit with the home department and college? 3. What is the program’s structure/sequence? How many credit hours are required? What courses are required? Is it a single program or does it have informal tracks/concentrations, formal tracks/concentrations, options, or certificates? What are the differences between the different tracks/concentrations? 4. Who is the program coordinator and what are their responsibilities? 5. If the program is not the only program within the home unit, what are the other programs? If there are several programs in the same academic home, how are they related to one another and what impacts does this relationship have on student learning? If your program has multiple delivery modes, what are the reasons for and implications of this choice? 6. Describe any substantial and structured collaborations with other programs, such as dual, double or joint degrees and benefits of these arrangements? |
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1. **[Program Assessment](https://www.wku.edu/academicaffairs/ee/assurance_learning.php) and Evaluation**

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| *Summarize the assessment plan used to evaluate the program, the extent to which students are meeting program learning outcomes, and how the program is engaged in a coherent process of continuous curricular and program improvement. Attach annual assessment reports and your program’s curriculum map. Consider the following questions*:   1. What has the program learned through assessment of learning outcomes and what pedagogical and/or curricular changes have been made as a result of assessment? 2. How is this program staying current in the discipline and preparing students for current emerging or future opportunities? 3. If relevant to the program, how do leaders within industry, business, government, or non-profit organizations become involved in offering advice and perspectives on the program and the curriculum? |
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1. **Recruiting, Admissions, and Enrollment (See *Applied/Admit/Enrolled; Applicant Diversity; Admits Not Enrolled; Majors* on APR Program Metrics)**

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| *Analyze current practices and trends to determine if enrollment levels are consistent with plans and program resources. Compare to WKU program medians and peer programs at other institutions. Discuss relevant program data in the context of the following:*   1. If there are admissions standards and enrollment levels, are they consistent with plans, program resources, and career outcomes? 2. If applicable, what do trends in application volume, admits, and enrolled students signal about program strength? 3. Has the department made efforts to recruit first generation and low-income students? Have those efforts been successful? 4. How does the department leverage Colonnade courses to recruit for the program? 5. What changes, if any, are planned to improve recruitment, admissions, enrollment efforts? |
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1. **Advising and Student Support (See *Retention Rates* on APR Program Metrics)**

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| *Discuss the process by which students receive regular advising and accurate program information. Reflect upon the following:*   1. Discuss efforts to welcome, orient, and retain new students. What is offered to connect students within the program, as well as with the greater campus community? 2. Who does advising for the program? 3. If applicable, describe the relationship between the department and ACDC to ensure program and student needs are being met? 4. Describe how faculty advisors are determined and how students are assigned to faculty advisors. What is the ratio of advisors to students? How often do you expect students to meet with a faculty advisor? 5. What material is available on your website or in print to support advising of undergraduates? How is that information kept up to date and accurate? 6. What training and professional development is expected and/or supported for faculty advisors? How are faculty advisors’ performance evaluated? 7. With what other student support services, if any, does your department connect students (peer mentoring, tutoring services, etc.)? 8. What changes, if any, are planned to improve advising and student support efforts? |
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1. **Program Community**

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| *Describe the efforts taken to foster an overall sense of belonging in the program, a climate of respect, and a sense of community by considering the following:*   1. What efforts are in place to create a sense of belonging, a climate of respect, and a sense of community in the program? 2. What changes, if any, are planned to improve program community and climate efforts? |
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1. **Professionalizing Students**

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| *Discuss the professional development opportunities for students and consider the following:*   1. How does the program prepare students for a range of careers and/or further academic training in graduate school? 2. How does the program encourage students to participate in professional development opportunities that will enhance skills and support their career goals? 3. What resources and guidance are available for exploring academic and/or non-academic careers? 4. What opportunities and funding are available to attend and present at professional meetings? 5. To what degree does the program offer teaching experience and teaching-related professional development to graduate students? 6. What changes, if any, are planned to improve student professionalization efforts? |
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1. **Degree Completion and Time to Degree (See *Headway to Degree; Graduation Rates; Time to Degree; Degrees;* on APR Program Metrics)**

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| *Describe efforts to help students make timely progress to degree. Use institutional data sources to examine and evaluate progress to degree metrics and comparison to WKU programs/medians. Include the following in your discussion:*   1. What efforts, if any, have been made to improve progress to degree performance and completion rates? 2. Do low-income, first-generation students succeed in the program at rates comparable to other students? How are gaps being addressed? 3. What changes, if any, are planned to improve degree completion efforts? |
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1. **Career Services and Post-Graduation Outcomes***.* **(See *Employment After Graduation* on APR Program Metrics, SteppingBlocks Report and any other available data)**

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| *Evaluate student career outcomes, exit survey, and alumni survey data, and reflect upon how these outcomes are consistent with program goals.*   1. What do students do after graduation? What is the range of student career outcomes (employment, additional graduate school, etc.), and are these outcomes consistent with program goals? 2. How does the program track the career progression of its graduates? |
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1. **Faculty and Teaching Data (See *SCHP by Faculty* and *Course Sections, SCHP & Enrollments* on APR Program Metrics)**

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| *Indicate how faculty workload and utilization positively and negatively impacted the program and outline any strategies related to workload utilization that would improve the program. Consider the following:*   1. What is the impact of course offerings, course and faculty rotation, and the structure and frequency of course offerings on program quality? 2. How do student credit hour production and course enrollments affect the degree program? |
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1. **Faculty Research and Service Productivity**

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| *After reviewing faculty productivity in terms of scholarship and service during the review period, indicate how productivity impacts the program and outline any strategies related to productivity that would improve the program.*   1. How has scholarly/creative productivity affected the program? 2. In what ways have service outcomes affected program quality? 3. What does your program do to serve, engage, and support the local, state, and regional community? What efforts have been successful, what efforts need improvement, where do you see opportunities? |
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1. **Facilities**

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| *Evaluate the quality of facilities (classrooms, lab, equipment, etc.) your program requires to deliver your program.*   1. Are your facilities adequate to deliver a quality program? 2. What facility improvements would help you advance the quality of your program? |
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1. **Alignment with WKU Mission and Strategic Plan *REQUIRED***

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| *Describe two or three of the main contributions of the program to the* [*WKU Mission, Statement of Purpose, Core Values*](https://www.wku.edu/about/mission.php)*, and Strategic Plan (*[*Climbing to Greater Heights*](https://www.wku.edu/strategicplan/)*)* |
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1. **Alignment with State/CPE Mission *REQUIRED***

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| *Describe two or three of the main contributions of the program to the statewide* [*postsecondary education strategic agenda*](http://cpe.ky.gov/ourwork/strategicagenda.html) |
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1. **Additional Funding Considerations for Graduate Students (if applicable)**

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| *Discuss the program’s student funding data and mechanisms, along with any goals for providing funding guarantees. Include a discussion of funding issues, such as:*   1. How is the program ensuring graduate students have adequate funding and what steps are being taken to provide a multi-year funding guarantee upon admission? 2. Are there opportunities for graduate students to secure individual extramural support? What efforts are made to ensure graduate students have funding? 3. To what extent is the program making use of funding for diversity efforts? |
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1. **Overall Analysis of the Self-Study and the State of the Program *REQUIRED***

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| *Outline key findings from the self-study, including primary program strengths and challenges, and priorities the program has identified for improvement.*   1. What are your short-term and 5-year goals for the program and what metrics, targets or other information will you use to determine success? 2. What resources, if any, do you need to be successful? |
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