

Program Review - 12 Program Dimensions

Dimension	Description	Supporting Evidence
1. Strategic Planning	The unit should have a strategic plan that aligns with both university-level and college-level goals. The plan should present goals for continuous improvement that are both realistic and aspirational.	Strategic plan included as appendix to self-study narrative.
2. Curriculum	Curricula should reflect disciplinary best practices to the greatest extent possible while being consistent with instructional resources available to the unit.	Discussion in self-study narrative of unit's graduate (if applicable) and undergraduate (if applicable) curricula and disciplinary best practices.
3. Learning Effectiveness	Program-level learning outcomes should be clearly articulated and should be assessed regularly using direct methods, and assessment findings should be used to "close the loop" through revisions to both curriculum and instructional delivery methods.	Student Learning Outcomes assessment reports for each program from the Provost Office and discussion of assessment cycle in self-study narrative.
4. Graduate Student Recruitment	Graduate admissions selectivity and yield rates should compare favorably with those of aspirational peers and should support university-level goals for graduate education. Both selectivity and yield rates will vary by program, and an analysis of historical trends for the unit will also be important in framing progress.	Application, admission, and yield data from the IRSA data pack with a discussion of historical trends.
5. Undergraduate Population Management	Trends in undergraduate student enrollment should be presented and analyzed. If enrollments are increasing, the unit should discuss its plans for managing the increase. If enrollments are decreasing, the unit should be developing recruitment strategies or identifying opportunities for using instructional resources more efficiently.	AUS trends in undergraduate SCH production, major enrollment, and degrees awarded from the IRSA data pack. (Degrees awarded will be in an addendum.)
6. Student Outcomes	The unit should be monitoring retention, graduation, and placement for both undergraduate students and graduate students (if applicable) and trend lines in all areas should be positive.	AUS will have college-level retention and graduation rates within two years. The Center for Career Development & Academic Exploration will provide placement data within a year. Until central data is available, unit should report data from its own records.
7. Diversity and Inclusion	The unit should actively work to recruit and retain diverse students, faculty, and staff. Definitions of underrepresented or diverse populations will vary by unit and by type of individual (students, faculty, or staff). The unit should present and discuss historical trends.	AUS provides demographic "slicers" for students, faculty, and staff by race/ethnicity and gender at a minimum. Other student characteristics (first-generation students, family SES) may also eventually be captured.
8. Teaching Efficiency	The unit should show stable or positive trends in SCH per faculty FTE and should present evidence that class sizes and room utilization are managed efficiently. All efficiency measures may vary by discipline, but historical trends should be positive, and unit should present comparisons both with similar units at the university and with external peers.	SCH per faculty FTE can be obtained from AUS. Classroom efficiency data is (or will be) available from Ad Astra.
9. Research	Faculty research, scholarship, and/or creative activity should compare favorably to similar units at aspirational peer institutions.	ORIED data, faculty CVs, data from Elements, and assessment of reviewers.
10. Service and Engagement	The unit should actively engage in service to the discipline, university, and community.	Self-study narrative. Elements may eventually contain information regarding faculty service activity.
11. Governance and Management	Shared governance mechanisms should be clearly defined and operational, and the unit head and leadership team should provide effective management of the unit.	AUS budget and other information in self-study narrative.
12. Resources	The unit should make efficient and effective use of existing resources and should identify additional efficiencies and/or present clear and realistic plans for increasing its resource base (e.g., through development efforts or through the creation of revenue generating programs).	AUS budget information, Advancement Office report, UT Libraries report, and self-study narrative.

Acronyms: AUS = Academic Unit Statistics; CV = Curriculum vitae; FTE = Full-time equivalents; IRSA = Institutional Research and Strategic Analysis; ORIED = Office of Research, Innovation, and Economic Development; SCH = Student credit hours; SES = Socioeconomic status.