**Academic Program Review (APR) Template**

Academic Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Academic Year of Review: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Academic Year of Implementation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Members Participating (*please indicate chair, if applicable*):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Year One: Academic Program Review***

1. Program Profile and History
   * Goals of the program in relation to the mission of the School and University, as well as the perceptions and expectations of students
   * Core (if applicable) and concentration competencies students will attain by graduation
   * Curriculum requirements
   * Design and delivery of instruction
   * Adequacy of resources in areas such as operating budget, facilities, and equipment

# Faculty Expertise and Adequacy

* + Faculty resources available for this program
  + Data related to faculty demographics, including but not limited to race, ethnicity, and gender
  + Strengths and weaknesses in faculty scholarly activity and qualifications
  + Faculty expertise in the context of the program’s mission

# Student Body

* + Numbers of applications, acceptances, and new enrollments
  + Data related to student demographics, including but not limited to race, ethnicity, and gender
  + Competing programs regionally and nationally
  + Evidence of market demand

# Student Learning and Post-Graduate Success

* + Average class sizes and course evaluations
  + Retention, graduation rates, and post-graduation experiences of students
  + Evidence of student attainment of competencies
  + Currency of program curriculum (e.g., readings, topics, methods, etc.)

# Conclusion, Recommendations, and Reflection

* + Discussion of program strengths and weaknesses
  + Discussion of recommendations, including any revisions to program competencies or coursework
  + Discussion of diversity, equity, and inclusion, as related to program curriculum, faculty body, and/or student body
  + Areas for improvement and a plan for the future based on evidence gathered from the self-study or meetings with stakeholders to include such topics as curriculum development, faculty recruitment, retention, and development, and facilities and equipment development
  + Request for additional resources/support necessary to meet future goals

***Year Two: Presentation to SPH Community and Implementation***

1. Stakeholders and SPH Leadership Presentations

* Include various bodies APR document shared and presented to, and dates (if applicable)

*Example:*

*Governance Council, 1/5/2023*

*Dean’s Cabinet, 1/7/2023*

1. Recommendations and Action Taken

* Each recommendation must be identified individually with rationale/data
* Identify process for successful implementation, including key person(s) and group(s) and timeline

|  |  |  |
| --- | --- | --- |
| **Recommendation** | **Specific Needs and Next Steps to Implement** | **Outcome** |
| *Add faculty line with expertise in biostatistics* | *Financial support for hiring* | *Hired new faculty member in February 2023* |
| *Add additional electives in global health* | *Faculty time allocated to develop new global health course* | *New global health elective offered in Spring 2023* |
|  |  |  |