**Self-Study Template for Academic Program Review**

Notes:

* Complete section 1-4 prior to the 2nd meeting with Academic Affairs.
* Develop 3-5 goals & actions and submit the entire self-study document to Academic Affairs by March 1.

1. **Mission: (1 sentence for each item below)**
   1. Mission
   2. Academic Focus
   3. Students Served
   4. Community Impact
   5. Highlights
2. **Academic Outcomes**

**Curricular Complexity**

Please review the catalog pages linked below for each major and answer the following questions:

* + - Undergraduate
      * (List of programs)
    - Graduate
      * (List of programs)
  1. How many courses double dip and count as both Gen Ed and in the Major?
  2. A typical *subject* major is 30-33 credits as these majors are often combined with other majors for a dual/double/combined degree. The typical *comprehensive* major is 60-65 credits and is often associated with accredited programs. Is your degree a subject or comprehensive major and how do the required number of credits in your degree compare with the typical number of credits?
  3. How many credits are required by the college for the degree? **(CAS and CFAM only)**
  4. How many free electives are available for students in the degree program? How does your degree support students who transfer to your program?
  5. What do academic advisors in this program mention as enrollment challenges and enrollment successes for students in this program?

**Enrollment and Completion**

Please review the Data Sources linked below (in SharePoint) for each major and answer the following questions:

1. What enrollment trends do you identify by degree and subplan, if applicable?

(document here)

1. What specific efforts have been made or are planned in the degree program to promote retention? (See Appendix)
2. What completion trends do you identify by degree and subplan, if applicable? (document here)
3. What specific efforts have been made or are planned in the degree program to promote completion? (See Appendix)
4. In reviewing the last academic year’s DFW rates in courses, what actions might be taken to promote additional student success and support retention and completion rates? (document here)
5. **Economic Margins**
6. What is the trend data for your program’s revenue, discounts, net revenue, instructional cost and contribution? What is the academic program’s total contribution by total and by SCH from 2023-2024?

(documents here)

1. How does this compare to the campus SCH for 2023-2024? Will be updated for 24-25

**Undergraduate**  **Graduate**

Gross Revenue $305 Gross Revenue $467

Discounts $79 Discounts $114

Net Revenue $226 Net Revenue $352

Instructional Cost $121 Instructional Cost $220

Contribution $106 Contribution $132

1. Which courses on the student’s degree plan are courses with high or low SCH and high or low contribution?

(documents here)

1. Which of these courses are offered by your department?

(documents here)

1. What courses would you like to investigate?
2. What are additional ways the program can offer courses in a cost efficient manner?
3. **Markets**

Please Review the PES Markets Ai summary and the Gray DI program reports for the appropriate market to answer the following questions. Feel free to note other metrics that may stand out to you, or that you have follow up questions regarding.

* 1. What are the trends for enrollments and completions in these programs, both online and in person? Do these trends change significantly between the local (120-mile radius), Nebraska, and National markets?

                                                              i.      National Market:

* + - 1. Total Enrollment 3 year change: (document here)
      2. Total Completions 3 yr change: (document here)
      3. On-Ground Completions 3-yr change: (document here)
      4. Online Completions 3-yr change: (document here)
      5. Online completions ratio in most recent year (online completions/total completions): (document here)

                                                            ii.      Regional Market (120-mile radius around campus):

* + - 1. Total Enrollment 3 year change: (document here)
      2. Total Completions 3 yr change: (document here)
      3. On-Ground Completions 3-yr change: (document here)
      4. Online Completions 3-yr change: (document here)
      5. Online completions ratio in most recent year (online completions/total completions): (document here)

                                                          iii.      State of Nebraska Market:

* + - 1. Total Enrollment 3 year change: (document here)
      2. Total Completions 3 yr change: (document here)
      3. On-Ground Completions 3-yr change: (document here)
      4. Online Completions 3-yr change: (document here)
      5. Online completions ratio in most recent year (online completions/total completions): (document here)

* 1. After seeing the labor market data for students from these programs, do you think that your program is doing a sufficient job of preparing students for the labor market? Are there any areas that you see for improvement for your program?

                                                              i.      Top occupations that the program align to:

* + - 1. (document here)
      2. (document here)
      3. (document here)

                                                            ii.      Job Postings: Salary Trend:

* + - 1. Weighted Salary for 2025: (document here)
      2. Trailing 12 mo. Salary: (document here)

                                                          iii.      Job Positngs: Top Technical Skills that your program prepares students to utilize in the labor market:

* + - 1. Technical Skill #1: (document here)
      2. Technical Skill #2: (document here)
      3. Technical Skill #3: (document here)

1. **Goals and Actions for Continuous Improvement (Please identify approximately 3-5 goals and associated actions)**
   1. Goal, Action, Projected start and end dates