LAMAR UNIVERSITY

Program Improvement Review

Handbook and Guidebook

Academic Program Review Duties, Schedule, Roles, & Forms

Lamar University conducts regular reviews of its academic degree programs in alignment with expectations set by the **Texas Higher Education Coordinating Board (THECB)** and in support of institutional and regional accreditation goals. These reviews, formally documented through **Program Improvement Reports (PIRs)**, are required under **Title 19, Chapter 2 of the Texas Administrative Code** for all **master's and doctoral programs** at public institutions in Texas.

While **PIRs are not required for bachelor's degree programs**, **Lamar University conducts a self-study review for each undergraduate program** as part of its broader commitment to academic excellence and continuous improvement. This practice ensures that all degree programs—regardless of level—are periodically evaluated for effectiveness, alignment with institutional goals, and student learning outcomes.

The PIR process reinforces Lamar University's mission to promote **continuous improvement**, **evidence-based decision making**, and the **assessment of student learning**, all of which align with the expectations of the **Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)**. Through this process, the university ensures that academic programs remain current, relevant, and responsive to both state accountability standards and institutional strategic priorities.

Each program review provides valuable insights to administrators, faculty, and academic leaders by highlighting trends in program demand, student achievement, curriculum relevance, resource needs, and alignment with Lamar University's mission. These insights are used to guide academic planning, improve educational quality, and inform budget and resource allocation decisions.

To facilitate a structured and manageable review process, Lamar University follows a **ten-year rotation cycle**, ensuring that no more than 20% of programs are reviewed in a given year in accordance with Coordinating Board guidance. Each program review consists of a **three-phase process**:

1. **Self-Study Report** – a data-informed narrative completed by the academic program, addressing key indicators of quality and effectiveness;
2. **External Peer Review** – conducted by out-of-state experts in the discipline who evaluate the program's strengths and offer recommendations for enhancement;
    1. External peer review will be done virtually.
    2. If not done virtually, all related costs for reviewer related expenses will be the responsibility of the academic department.
3. **Institutional Response and Action Plan** – where program faculty and leadership reflect on external feedback and outline specific strategies for program improvement.

This cyclical, evidence-driven process ensures Lamar University's academic programs continue to evolve in support of student success, faculty excellence, and institutional accountability.
Outlined below are the tasks for each phase of the graduate program review process, along with associated timelines and responsible parties:

Required Components of the Academic Program Review

1. Academic Program Review includes a separate review of undergraduate degree programs while graduate and doctoral degrees are reviewed.
2. Curriculum vitae for all teaching faculty.
3. Syllabi for all courses offered in university-accepted format (as of 2024, Concourse format).
4. Degree plans for each degree offered.
5. Criteria for the reviews come from THECB as well as Lamar University requirements

    Masters Programs
    - Faculty Qualifications
    - Faculty Publications
    - Faculty External Grants
    - Faculty Teaching Load
    - Faculty/Student Ratio
    - Student Demographics
    - Student time-to-degree
    - Student Publications and Awards
    - Student Retention Rates
    - Student Graduation Rates
    - Student Enrollment
    - Graduate Licensure Rates (if applicable)
    - Graduate Placement (employment or further education/training)
    - Number of degrees conferred annually
    - Alignment of program with stated program and institutional goals and purposes
    - Program curriculum and duration in comparison to peer programs
    - Program Facilities and Equipment
    - Program Finances and Resources
    - Program Administration
    - Program Student Learning Outcomes Assessment

    Doctoral Programs
    - The 18 Characteristics of Texas Doctoral Programs ○ Number of degrees per year ○ Graduation Rates ○ Average time to degree ○ Employment Profile ○ Admissions Criteria ○

Percentage of Full-Time Students ○ Average Institutional Financial Support Provided ○ Percentage of full-time students with Institutional Financial Support ○ Number of Core Faculty ○ Student-Core Faculty Ratio ○ Core Faculty Publications ○ Core Faculty External Grants ○ Faculty Teaching Load ○ Faculty Diversity ○ Student Diversity ○ Date of Last External Review ○ External Program Accreditation ○ Student Publications/Presentations

- Student Enrollment
- Graduate Licensure Rates (if applicable)
- Alignment of program with stated program and institutional goals and purpose
- Program curriculum and duration compared to peer programs
- Program facilities and equipment
- Program finance and resources
- Program administration
- Faculty Qualifications

PHASES OF PROGRAM REVIEW:

PHASE 1: Self-study Report Created *(Typically completed in Summer & Fall terms, but may require alternative timelines where necessary as communicated by the Office of DARpA and College of Graduate Studies)*

Task	Timeline	Responsibility	
		Dept.	Other party
Orientation			
Representative(s) of the Office of DARpA contacts department chair and related college associate dean to schedule initial meetings with relevant participants invited.	June		X
Explanation of tasks, timelines and responsibilities are shared with the program as well as self-study template and any available information from previous reviews	June		X
Peer Institution List			
Using the approved *Peer Institutions* list, identify a minimum of six institutions with similar programs and 2-3 alternative institutions.	by July 15th	X	
Data Collection			
Internal information is gathered from the Office of DARpA, Records, Finance, and the College of Graduate Studies for data from the relevant previous academic years	Summer & early Fall	X	

Peer institution data is gathered on the following items. The Chair of the unit may obtain more peer institution information if desired. - *number and type of degrees awarded* - *enrollment figures at all levels* - *number tenured, tenure-track, and teaching assistants* - *external and internal grants and contracts awarded* - *other (as requested by Chair during orientation)*	Summer & early Fall	X	
All remaining required data collected by the program.	Summer & Fall	X	
College of Graduate Studies commissions surveys anonymously administered to the faculty and graduate student base. Data collected for a 3-week period.	September		X
Reviewers Identified and Secured			
Using approved *Peer Institutions* list (excluding Texas-based institutions – Appendix A), identify an adequate number of individuals from peer institution(s) to serve as external reviewers.	by Sept. 1st	X	
Self-study Report Written			
Using the appropriate template(s) in Watermark and any relevant supplemental materials provided by DARpA, information will be entered in for each relevant area for each PIR - *Each component of the PIR mandated by the THECB has been put into the corresponding sections of the PIR template in Watermark* - *All faculty members should be involved in the preparation of the self-study*	By Nov. 15th	X	
Department Chair certifies the content, accuracy, and completeness of the self-study	by Dec. 1st	X	

PHASE 2: Program Review Conducted *(Typically completed in Fall & Spring terms, but may require alternative timelines where necessary as communicated by the Office of DARpA*

Task	Timeline	Responsibility: Dept.	Other Review party Team	
Invitation To Serve				
Nominees are vetted, invited, and secured to serve as external reviewers (2 required reviewers, Rule §2.181 Texas Administration Code (d)(3)	by Nov. 1st		X	
Preparation for Review Event				
Schedule for review process created. Guidelines include: - me*eting of committee with Office of DARpA* - *meeting locations are reserved (if needed)*	1 month prior	X	X	X
Reviewers provided with self-study report, schedule, and *Graduate Program Review Response Form* template. Other materials provided by request.	2 weeks prior	X		
Review Event				
Reviews will be conducted virtually. • Academic departments are responsible for any associated costs with external reviews.	day of	X		
Review team chair leads the process as scheduled. Serves as a point of contact for reviewing the team's needs and information requests.				X
Report Created and Submitted				
Reports are created by the review team members (one by each of the external review team members) using the *Graduate Program Review Response Form* template and submitted to the College of Graduate Studies.	within 2 weeks after review			X

Revised 12/10

PHASE 3: Program Report and Action Plan Development *(Spring and Summer terms)*

Task	Timeline	Responsibility: Dept.	Other Party	Review Team
Assessment Meeting				
After reports are received, the DARpA schedules a final program review meeting (~1 hour) with the appropriate persons to discuss final program review	As soon as schedules permit	X	X	X
Director of University Assessment facilitates meeting.	Day of		X	

Response Report/Action Plan				
The College Dean and Department Chair will submit an institutional response report to the Office of DARpA/Director of Assessment who approves or obtains further corrections. The report should: - *include specific action items addressing the issues of concern found by the review committee.* - *include additional action items (including program marketing plans) to be taken based on the outcome of the review including a timetable of these intended actions.* - *be formatted to indicate actions that will occur in the following year and those that will occur in the 5 years after that but before the next formal graduate program review.*	2 weeks after meeting	X	X	
Wrap-up & Follow-up				
The final response will be approved by the provost and forwarded to the SACSCOC/THECB Liaison in the Office DARpA to be uploaded into the THECB program review system along with the summary of the self-study and the reviewer reports.	by end of Academic Year		X	
Department chair (or program director) provides the College of Graduate Studies with a report on changes based on action items made in response to the committee Program Response Forms, and any other items of importance.	one year after the completion of the review of the program	X		
A meeting is scheduled with the Department Chair, Program Director, the College Dean and Office of DARpA to discuss the outcome of the review based on the submitted report.	After report is submitted	X	X	

Appendix A

Peer Institution List

The following peer institution lists were compiled based on similar characteristics (e.g., Carnegie status, enrollment, program offerings, etc.) from data via the IES National Center for Education Statistics (NCES)'s Integrated Postsecondary Education Data System (IPEDS) and Institutional Categories from the Southern Regional Education Board. These lists were created solely for peer review selections for program reviews. *Last updated January 2024

Each graduate program should nominate the required number of external reviewers from the out-of-state peer institution list provided. If none of the listed institutions offer an equivalent to your graduate program, please contact:

Jarrod Rossi, Director of University Assessment, jarrod.rossi@lamar.edu

- Undergraduate programs will only complete the internal self-study and therefore, will not need to identify external reviewers.

Per Rule §2.181 of the Texas Administrative Code, all programs need at least 2 external reviewers.

Out-of-State Peer List

AL	Alabama Agricultural and Mechanical University
AL	Alabama State University
AL	Auburn University at Montgomery
AL	Jacksonville State University
AL	Troy University
AL	University of North Alabama
AR	Arkansas State University
AR	Arkansas Tech University
AR	University of Central Arkansas
CA	University of Massachusetts Global
CO	University of Northern Colorado
DE	Delaware State University
FL	Florida Agricultural & Mechanical University
FL	Florida Gulfcoast University
FL	University of North Florida
FL	University of West Florida
GA	Georgia Southern University
GA	Kennesaw State University
GA	University of West Georgia
GA	Valdosta State University
HI	University of Hawaii at Hilo
IL	Southern Illinois University – Edwardsville
IN	Indiana State University
IN	Purdue University Global (West Lafayette, IN)
KY	Eastern Kentucky University
KY	Morehead State University
KY	Murray State University
KY	Northern Kentucky University
KY	Western Kentucky University
LA	McNeese State University

LA	Southeastern Louisiana University
LA	Southern University and A&M College at Baton Rouge
LA	University of Louisiana at Monroe
MD	Towson University
MD	University of Baltimore
MI	Ferris State University
MI	Grand Valley State University
MI	University of Michigan – Flint
MO	Missouri State University – Springfield
NC	Appalachian State University
NC	North Carolina Central University
NC	University of North Carolina at Wilmington
NC	Western Carolina University
NC	Winston-Salem State University
NJ	Kean University
NJ	Stockton University
OK	Northeastern State University
OK	University of Central Oklahoma
OR	Oregon State University – Cascades
PA	Commonwealth University of Pennsylvania
PA	Pennsylvania State University – Penn State Harrisburg
PA	Pennsylvania State University – World
SC	College of Charleston
SC	The Citadel, the Military College of South Carolina
SC	Winthrop University
TN	Austin Peay State University
TN	Tennessee Technological University
TN	University of Tennessee at Chattanooga
VA	James Madison University
VA	Radford University

VA	Virginia State University
WI	University of Wisconsin – Oshkosh
WV	Marshall University

In-State (Texas) Peer List

*For reference only. External reviewers should come from outside of the state.

Angelo State University
Midwestern State University
Prairie View A&M University
Sam Houston State University
Stephen F. Austin State University
Sul Ross State University
Tarleton State University
Texas A&M International University
Texas A&M University – Central Texas
Texas A&M University – Commerce
Texas A&M University – Corpus Christi
Texas A&M University – Kingsville
Texas Southern University
University of Houston – Clear Lake
University of Texas – Rio Grande Valley
University of Texas at Tyler
University of Texas Permian Basin
West Texas A&M University

Appendix B Doctoral PIR Template (From Watermark)

I. Academic Unit (Department)

- **a.** Vision, Mission, and Goals
  - **i.** Describe the vision, mission, and goals of the academic unit
- **b.** Alignment to Institution Mission/Strategic Plan
  - **i.** Explain how the academic unit's goals and strategic plan relate to the mission of the University and College
- **c.** Degree and Certificate Programs
  - **i.** Please list and identify all degree and certificate program(s) offered by the academic unit
- **d.** Licensing/Accrediting Bodies
  - **i.** Cite the name of external licensing or accrediting body (if applicable)
  - **ii.** Include a list of programs licensed or accredited, standards of accreditation, and the latest accreditation report and dates
  - **iii.** Provide date of last program review
- **e.** Conclusions and Recommendations – Academic Unit
  - **i.** Discuss overall conclusions and recommendations for the Academic Unit section of the PIR

II. Faculty Qualifications, Activities, and Scholarship

- **a.** Faculty Qualifications
  - **i.** Faculty List
    - **1.** List all faculty noting faculty rank and highest earned degree. Indicate faculty who are assigned to specific programs and those who have graduate faculty appointments.
  - **ii.** Faculty Qualifications
    - **1.** Summarize faculty qualifications and include current faculty vitae of all faculty in an attachment
  - **iii.** Graduate Faculty Criteria
    - **1.** Describe the criteria for appointment to Graduate Faculty in the academic unit and provide a copy of the unit's current policy in an attachment, if available
- **b.** Scholarship and Research/Publications
  - **i.** Summarize and highlight key scholarship and research/publication activities conducted by faculty over the course of the review cycle
- **c.** Faculty External Grants
  - **i.** List and describe external grants and contract funding, identifying the sources of funds for all program faculty
- **d.** Faculty Workload
  - **i.** Summarize the workload and responsibilities of faculty. What actions are you taking to avoid faculty overload.
- **e.** Faculty/Student Ratio

i. Describe the faculty/student ration for your program(s)

f. Faculty Awards and Honors

i. Analyze and describe faculty achievements not covered above including awards, honors, and professional service

g. Faculty Community/Public Service

i. Describe activities that the academic unit provides in the community for the purpose of sharing knowledge or information, e.g., faculty presentations in the community, etc.

h. Teaching Support and Monitoring Teaching Quality/Evaluation

i. Describe faculty development programs within the unit (e.g. travel funding, release time for research/scholarly, creative activities, developmental leaves, speakers, conferences, etc.)

ii. Describe methods used to evaluate the quality of teaching. Attach evaluation instruments. Provide evidence of assessment results and explain how results have been used to modify and/or improve the program

i. Faculty Demographics

i. Describe the recruitment efforts and the diversity of program faculty. What are the goals of these efforts and how have they been successful?

ii. Describe how the typical faculty profile has changed and how it is expected to change during the next three to five years

j. Conclusions and Recommendations – Faculty

i. Discuss overall conclusions and recommendations for the above faulty section.

III. Students and Graduates

a. Student Demographics

i. Describe enrollment by:

1. Classification

2. Diversity-gender

3. Ethnicity

4. Probation and suspension

b. Percentage of Full-Time Students

i. FTS/number of students enrolled (headcount) for the last three fall semesters **c.** Student Graduation

i. Analyze trends in graduation

ii. Include number of degrees per year and graduation rates

d. Student Time-to-Degree

i. Analyze Trends in time-to-degree

e. Student Awards and Publications

i. List student publications and awards

f. Student Retention

i. Has student retention remained at an acceptable range over the course of the review cycle? Analyze trends in retention rates.

g. Student Enrollment (Including number of students and SCHs)

i. Provide the total enrollment figures and number of SCHs generated

h. Course Evaluation Data

i. What were some positive and negative feedback received from students who completed the courses?

ii. Highlight any trends or insights that came from course evaluations over the course of the cycle.

i. Graduate Licensure Rates (if applicable)

i. Analyze trends in graduation rates

j. Graduate Placement

i. Describe employment or further education/training of program graduates

k. Employment Outlook

i. Describe employment outlook for the degree. Are there changes that could be made to improve employment outlook?

l. Admissions

i. Admissions Scores

1. Report Admission Scores (SAT, ACT, GRE, etc.) of enrolled students **ii.**

Admission requirements/criteria and review

1. Review admission requirements and application review process and assess their implications for the academic unit during the next five years

m. Student Support Services/Institutional Financial Support

i. Describe student support services including academic advising, support for student involvement in professional meetings/activities, and scholarships and assess the effectiveness of each

ii. List/Describe average institutional financial support and the percentage of full-time students with institutional financial support.

n. Graduate /Alumni Feedback of the program/Alumni Relations

i. Describe the efforts the academic unit has undertaken to maintain a relationship with alumni

ii. What were some positive and negative feedback received from the alumni? Highlight any trends or insights that came from alumni feedback over the course of the cycle.

o. Conclusions and Recommendations – Students and Graduates

i. Provide conclusions and recommendations from the students and graduates section above

IV. Resources

a. Facilities and Equipment

i. Provide an analysis of the adequacy of the spaces on campus most commonly used by the program (laboratories, library, classrooms, etc)

b. Finances and Resources

i. Report income versus expenditure analysis results

c. Program Administration and Structure

i. Describe the hierarchical structure of the department in which the program is housed

ii. List non faculty academic unit and program staff

d. Developmental Activities

i. Describe special resources available through endowments and gifts, and plans to expand these resources

e. Conclusions and Recommendations – Resources

i. Discuss overall conclusions and recommendations from the above program resources section

V. Academic Program

a. Academic Program

i. Program name, CIP Code, and Level

b. Curriculum Map

i. Rigorous and coherent course of study compatible with program and institutional mission and goals

1. Illustrate how the content of the program demands increasing levels of integration of knowledge allowing students to progressively advance in critical skills.

2. Describe the educational goals for the program and how they relate to the academic unit goals as well as the college and university goals.

3. For graduate programs, describe how the program is structured to include knowledge of the literature of the discipline and to ensure engagement in research and/or appropriate professional practice and training.

ii. Curriculum Development, Coordination, and Delivery

1. Provide evidence of sufficient offerings and balance among the various specialties to meet student needs, interests, and market demands, i.e., sufficient breadth of course offerings as well as sufficient depth for specialization

2. Describe coordination and delivery in respect to number of qualifications of faculty demand

iii. Required/Recommended Courses from other Academic Units

1. List courses offered in other academic units that serve the majors and describe what objectives the courses meet

iv. Comparison to Similar Programs at Peer Institutions

1. Identify and discuss how similar programs compare to your program in terms of size, curriculum, program length, and any other relevant attributes

v. Program Student Learning Outcomes

1. Describe how these outcomes pertain to the program's mission. Have any changes been made to these outcomes over the course of this cycle? Why or why not?

2. Describe the extent to which students in the program have met these outcomes. **vi.** Measures and Results

1. Discuss the measures you've selected and developed to measure this outcome. Why were these measures chosen? Were any measures or assessment

instruments changed over the course of this cycle? Why or why not? Will different measures be chosen the next time this outcome is assessed?

2. Summarize and discuss the results of the program's measure over the course of this cycle. Have the results demonstrated improvement or mastery of this outcome? Why or why not?

vii. Participation in Assessment

1. How do program faculty participate in assessment? What is the process? Have any changes been made to encourage participation over the course of this cycle?

viii. Action Items and Use of results

1. Summarize or highlight items taken as a result of program's assessment results. How have the results driven improvements over the course of this cycle?

ix. Gen Ed

1. What courses in your program (if any) are tied to general education requirements at the institution? How many students from outside the department are taking courses in the program to fulfil gen ed requirements?

x. Market Demand

1. Demonstrate the need for the program's graduates. Use pertinent local, state, national, and international studies and changes in market demand to justify response.

xi. Marketable Skills

1. List the marketable skills students obtain through required program curriculum.
2. Describe the process for determining and updating marketable skills and the stakeholders involved in the process.

xii. Conclusions and Recommendations – Academic Program

1. Discuss overall conclusions and recommendations from the above academic program section

Appendix C Masters PIR Template (From Watermark)

I. Academic Unit (Department)
   a. Vision, Mission, Goals
      i. Describe the vision, mission, and goals of the academic unit
   b. Alignment to Institution Mission/Strategic Plan
      i. Explain how the academic unit's goals and strategic plan relate to the mission of the University and College
   c. Licensing/Accrediting Bodies (if applicable)
      i. Cite the name of external licensing or accrediting body.
      ii. Include a list of programs licensed or accredited, standards of accreditation, and the latest accreditation report and dates.
      iii. Provide date of last program review
   d. Conclusions and Recommendations – Academic Unit
      i. Discuss overall conclusions and recommendations for the academic unit

II. Faculty Qualifications, Activities, and Scholarship
   a. Faculty Qualifications
      i. Faculty List - List all faculty noting faculty rank and highest earned degree. Indicate faculty who are assigned to specific programs and those who have graduate faculty appointments.
      ii. Faculty Qualifications - Summarize faculty qualifications, and include current faculty vitae of all faculty in an attachment
      iii. Graduate Faculty Criteria - Describe the criteria for appointment to Graduate Faculty in the academic unit and provide a copy of the unit's current policy in an attachment, if available.
   b. Scholarship and Research
      i. Summarize and highlight key scholarship and research activities conducted by faculty over the course of the review cycle.
   c. Faculty External Grants
      i. List and describe external grant and contract funding identifying the sources of funds for all program faculty.
   d. Faculty Workload
      i. Summarize the workload and responsibilities of faculty. What actions are you taking to avoid faculty overload.
   e. Student/Faculty Ratio
      i. Please provide student-to-faculty ratio
   f. Faculty Awards and Honors
      i. Analyze and describe faculty achievements not covered above including awards, honors, and professional and public service
   g. Teaching Support and Mentoring, Teaching Quality/Evaluation

i. Describe faculty development programs within unit (e.g. travel funding, release time for research/scholarly/creative activity, developmental leaves, speakers, conferences, etc). ii. Describe methods used to evaluate the quality of teaching. Attach evaluation instruments. iii. Provide evidence of assessment results and explain how results have been used to modify and/or improve the program.

h. Conclusions and Recommendations – Faculty

i. Discuss overall conclusions and recommendations from the above faculty section

III. Academic Program

a. Academic Program

i. Program name, CIP Code, and Level

b. Curriculum Map

i. Rigorous and coherent course of study compatible with program and institutional mission and goals

1. Illustrate how the content of the program demands increasing levels of integration of knowledge allowing students to progressively advance in critical skills.
2. Describe the educational goals for the program and how they relate to the academic unit goals as well as the college and university goals.
3. For graduate programs, describe how the program is structured to include knowledge of the literature of the discipline and to ensure engagement in research and/or appropriate professional practice and training.

c. Curriculum development, coordination, and delivery

i. Provide evidence of sufficient offerings and balance among the various specialties to meet student needs, interests, and market demands, i.e., sufficient breadth of course offerings as well as sufficient depth for specialization.

ii. Describe coordination and delivery in respect to number and qualifications of faculty and student demand.

d. Required/Recommended Courses from Other Academic Units

i. List courses offered in other academic units that serve the majors and describe what objectives the courses meet

e. Comparison to Similar Programs at Peer Institutions

i. Identify and discuss how similar programs compare to your program in terms of size, curriculum, and any other relevant attributes

f. Program Student Learning Outcomes

i. Describe how these outcomes pertain to the program's mission. Have any changes been made to these outcomes over the course of this cycle? Why or why not?

ii. Describe the extent to which students in the program have met these outcomes. g. Measures and Results

i. Discuss the measures you've selected or developed to measure this outcome. Why were these measures chosen? Were any measures or assessment instruments changed over the course of this cycle? Why or why not? Will different measures be chosen the next time this outcome is assessed?

ii. Summarize and discuss the results of the program's measures over the course of this cycle. Have the results demonstrated improvement or mastery of this outcome? Why or why not?

h. Participation in Assessment

i. How do program faculty participate in assessment? What is the process? Have any changes been made to encourage participation over the course of this cycle?

i. Action Items and Use of Results

i. Summarize or highlight action items taken as a results of program's assessment results. How have the results driven improvement over the course of this cycle?

j. Gen Ed

i. What courses in your program are tied to general education requirements at the institution? How many students from outside the department are taking courses to fulfill gen ed requirements.?

k. Marketable Skills

i. List the marketable skills students obtain through required program curriculum. Describe the process for determining and updating marketable skills and the stakeholders involved in the process.

l. Conclusions and Recommendations – Academic Programs

i. Discuss overall conclusions and recommendations from the above academic program section

IV. Students and Graduates

a. Student Demographics

i. Describe enrollment by:

1. Classification
2. Diversity-gender
3. Ethnicity
4. Probation and Suspension

b. Student Awards and Publications

i. Highlight the accomplishments and external honors received by students in the program over the course of this cycle

ii. List publications and presentations completed by students in the program c. Student Retention

i. Has student retention remained in an acceptable range over the course of the review cycle? Analyze trends in retention

d. Admissions

i. Admission Scores

1. Report admission scores (SAT, ACT, GRE, etc.) of enrolled students
2. Admissions requirements and review

a. Review admission requirements and application review process and assess their implications for the academic unit during the next five years. e. Enrollment and Recruitment

i. What are the trends with enrollment in this program over the course of the review cycle? How does this compare to institutional trends or similar programs on campus?

ii. Describe recruitment efforts or goals such as increased enrollment or diversity. Have these initiatives been successful?

iii. Provide total enrollment figures and the number of SCHs generated.

f. Completion

i. How many students are graduating from the program? Have the completion rates been in line with expectations?

ii. Describe findings resulting from exit surveys or program alumni surveys that were conducted over the course of the cycle. (if applicable)

iii. Number of Degrees Awarded per Year.

iv. Average Time to Degree.

g. Course Evaluation Data

i. What were some positive and negative feedback received from students who completed the courses? Highlight any trends or insights that came from course evaluations over the course of the cycle

h. Graduate Licensure Rates

i. Provide licensure rates (if applicable)

i. Graduate Placement

i. Describe employment or further education/training of graduates

j. Graduate/Alumni Feedback on the Program/Alumni Relations

i. Describe the efforts the academic unit has undertaken to maintain a relationship with alumni

ii. What were some positive and negative feedback received from alumni? Highlight any trends or insights that came from alumni feedback over the course of the cycle.

k. Student Support Services/Institutional Financial Support

i. Describe student support services including academic advising, support for student involvement in professional meetings/activities, and scholarships and assess the effectiveness of each

ii. List/Describe Average institutional financial support and the percentage of full-time students with institutional financial support.

l. Conclusions and Recommendations – Students and Graduates

i. Provide conclusions and recommendations from the students and graduates section above.

V. Resources

a. Facilities and Equipment

i. Provide an analysis on the adequacy of the spaces on campus most commonly used by the program (laboratories, library, classrooms, etc.)

b. Program Finances and Resources

i. Describe how the program is being effective with its resources

c. Program Administration and Structure

i. Describe the hierarchical structure of the department in which the program is housed

ii. List non faculty academic unit and program staff

d. Developmental Activities

i. Describe the resources available through endowments and gifts, and plans to expand these resources (if applicable)

e. Conclusions and Recommendations – Resources

i. Discuss overall conclusions and recommendations from the above program resource section

Appendix C
Undergraduate PIR Template (From Watermark)

I. Academic Unit (Department)

a. Vision, Mission, Goals

i. Describe the vision, mission, and goals of the academic unit

b. Alignment to Institution Mission/Strategic Plan

i. Explain how the academic unit's goals and strategic plan relate to the mission of the University and College

c. Licensing/Accrediting Bodies (if applicable)

i. Cite the name of external licensing or accrediting body.

ii. Include a list of programs licensed or accredited, standards of accreditation, and the latest accreditation report and dates.

iii. Provide date of last program review

d. Conclusions and Recommendations – Academic Unit

i. Discuss overall conclusions and recommendations for the academic unit

II. Faculty Qualifications, Activities, and Scholarship

a. Faculty Qualifications

i. Faculty List - List all faculty noting faculty rank and highest earned degree. Indicate faculty who are assigned to specific programs and those who have graduate faculty appointments.

ii. Faculty Qualifications - Summarize faculty qualifications, and include current faculty vitae of all faculty in an attachment

iii. Graduate Faculty Criteria (if applicable) - Describe the criteria for appointment to Graduate Faculty in the academic unit and provide a copy of the unit's current policy in an attachment, if available.

b. Scholarship and Research

i. Summarize and highlight key scholarship and research activities conducted by faculty over the course of the review cycle.

c. Faculty Awards and Honors

i. Analyze and describe faculty achievements not covered above including awards, honors, and professional and public service

d. Faculty External Grants

i. List and describe external grant and contract funding identifying the sources of funds for all program faculty.

e. Faculty Workload

i. Summarize the workload and responsibilities of faculty. What actions are you taking to avoid faculty overload.

f. Student/Faculty Ratio

i. Please provide student-to-faculty ratio

g. Teaching Support and Mentoring, Teaching Quality/Evaluation

i. Describe faculty development programs within unit (e.g. travel funding, release time for research/scholarly/creative activity, developmental leaves, speakers, conferences, etc). ii. Describe methods used to evaluate the quality of teaching. Attach evaluation instruments. iii. Provide evidence of assessment results and explain how results have been used to modify and/or improve the program.

h. Faculty Demographics

i. Describe recruitment efforts and the diversity of program faculty.

ii. What are the goals of these efforts and have they been successful?

i. Conclusions and Recommendations – Faculty

i. Discuss overall conclusions and recommendations from the above faculty section

III. Academic Program

a. Academic Program

i. Program name, CIP Code, and Level

b. Curriculum Map

i. Rigorous and coherent course of study compatible with program and institutional mission and goals

1. Illustrate how the content of the program demands increasing levels of integration of knowledge allowing students to progressively advance in critical skills.
2. Describe the educational goals for the program and how they relate to the academic unit goals as well as the college and university goals.
3. For graduate programs, describe how the program is structured to include knowledge of the literature of the discipline and to ensure engagement in research and/or appropriate professional practice and training.

c. Curriculum Development, Coordination, and Delivery

i. Provide evidence of sufficient offerings and balance among the various specialties to meet student needs, interests, and market demands, i.e., sufficient breadth of course offerings as well as sufficient depth for specialization.

ii. Describe coordination and delivery in respect to number and qualifications of faculty and student demand.

d. Required/Recommended Courses from Other Academic Units

i. List courses offered in other academic units that serve the majors and describe what objectives the courses meet

e. Comparison to Similar Programs at Peer Institutions

i. Identify and discuss how similar programs compare to your program in terms of size, curriculum, and any other relevant attributes

f. Program Student Learning Outcomes

i. Describe how these outcomes pertain to the program's mission. Have any changes been made to these outcomes over the course of this cycle? Why or why not?

ii. Describe the extent to which students in the program have met these outcomes. g. Measures and Results

i. Discuss the measures you've selected or developed to measure this outcome. Why were these measures chosen? Were any measures or assessment instruments changed over the course of this cycle? Why or why not? Will different measures be chosen the next time this outcome is assessed?

ii. Summarize and discuss the results of the program's measures over the course of this cycle. Have the results demonstrated improvement or mastery of this outcome? Why or why not?

h. Participation in Assessment

i. How do program faculty participate in assessment? What is the process? Have any changes been made to encourage participation over the course of this cycle?

i. Action Items and Use of Results

i. Summarize or highlight action items taken as a results of program's assessment results. How have the results driven improvement over the course of this cycle?

j. Gen Ed

i. What courses in your program are tied to general education requirements at the institution? How many students from outside the department are taking courses to fulfill gen ed requirements.?

k. Marketable Skills

i. List the marketable skills students obtain through required program curriculum. Describe the process for determining and updating marketable skills and the stakeholders involved in the process.

l. Conclusions and Recommendations – Academic Programs

i. Discuss overall conclusions and recommendations from the above academic program section

IV. Students and Graduates

a. Student Demographics

i. Describe enrollment by:

1. Classification
2. Diversity-gender
3. Ethnicity
4. Probation and Suspension

b. Completion
    i. How many students are graduating from the program? Have the completion rates been in line with expectations?
    ii. Number of Degrees Awarded per Year.
    iii. Average Time to Degree.

c. Student Awards and Publications
    i. Highlight the accomplishments and external honors received by students in the program over the course of this cycle
    ii. List publications and presentations completed by students in the program d. Student Retention
        i. Has student retention remained in an acceptable range over the course of the review cycle? Analyze trends in retention

e. Admissions
    i. Admission Scores
        1. Report admission scores (SAT, ACT, GRE, etc.) of enrolled students
        2. Admissions requirements and review
            a. Review admission requirements and application review process and assess their implications for the academic unit during the next five years.

f. Enrollment and Recruitment
    i. What are the trends with enrollment in this program over the course of the review cycle? How does this compare to institutional trends or similar programs on campus?
    ii. Describe recruitment efforts or goals such as increased enrollment or diversity. Have these initiatives been successful?
    iii. Provide total enrollment figures and the number of SCHs generated.

g. Course Evaluation Data
    i. What were some positive and negative feedback received from students who completed the courses? Highlight any trends or insights that came from course evaluations over the course of the cycle

    h. Graduate Licensure Rates
    i. Provide licensure rates (if applicable)

i. Graduate Placement
    i. Describe employment or further education/training of graduates
    j. Graduate/Alumni Feedback on the Program/Alumni Relations
        i. Describe the efforts the academic unit has undertaken to maintain a relationship with alumni
        ii. What were some positive and negative feedback received from alumni? Highlight any trends or insights that came from alumni feedback over the course of the cycle.

k. Student Support Services/Institutional Financial Support

i. Describe student support services including academic advising, support for student involvement in professional meetings/activities, and scholarships and assess the effectiveness of each

ii. List/Describe Average institutional financial support and the percentage of full-time students with institutional financial support.

l. Conclusions and Recommendations – Students and Graduates

i. Provide conclusions and recommendations from the students and graduates section above.

V. Resources

a. Facilities and Equipment

i. Provide an analysis on the adequacy of the spaces on campus most commonly used by the program (laboratories, library, classrooms, etc.)

b. Program Finances and Resources

i. Describe how the program is being effective with its resources

c. Program Administration and Structure

i. Describe the hierarchical structure of the department in which the program is housed

ii. List non faculty academic unit and program staff

d. Developmental Activities

i. Describe the resources available through endowments and gifts, and plans to expand these resources (if applicable)

e. Conclusions and Recommendations – Resources

i. Discuss overall conclusions and recommendations from the above program resource section

Appendix D

Supplementary Information for Improving the Self-Study Report (where applicable)

1. General:
    a. What are the objectives of the program(s) under review?
2. Program Objectives:
    a. What guidelines do graduate students receive regarding allowable courses and limits on courses outside their department? What are the degree requirements?
    b. How many course hours are mandatory for each program, and what is the expected and actual time frame for master's and doctoral students to complete their programs? Is there a way to expedite completion without compromising quality?
    c. Are there enough regularly scheduled graduate-level courses for each program? Is the course offering well-balanced or imbalanced?
    d. How are graduate course offerings and content periodically reviewed, along with teaching performance evaluations?
    e. Detail the student recruitment process, applicant review, admission decisions, and the criteria for financial assistance allocation to new and ongoing students.
    f. Identify reasons for graduate student attrition before degree completion.

g. Assess the effectiveness of master's and doctoral graduates in publishing their theses or dissertations.
h. Clarify if students are admitted without assistantships, and if not, elucidate the policy and rationale.
i. Explain how students are encouraged to take cross-departmental classes.

3. Department:
   a. Describe the role and contributions of any Centers or Institutes within the unit to the graduate programs.
   b. Outline procedures and policies for faculty supervision, committee responsibilities, and involvement in interdisciplinary teaching.
   c. Highlight student participation in program governance and administration.
   d. Specify the maximum allowable students per graduate class and justify the established limit.
   e. Align the department's mission and goals with those of the college and university.
   f. Identify metrics for assessing program quality.
   g. Address challenges in maintaining or achieving a high program ranking.
   h. Assess faculty involvement in crafting the self-study and their review of the final document.
   i. Quantify the current number of graduate students each faculty member advises or directs in their program.
   j. Explain how the program's progress and success are evaluated.
   k. Outline the steps necessary for the program to adapt to evolving future needs, considering its current state.

Appendix E

Graduate Program External Review Response Form

TEXAS HIGHER EDUCATION COORDINATING BOARD
Academic Quality and Workforce
Graduate Program Institutional Response Form

Select Program: **Masters** **Doctoral**

Institution: Lamar University **Department/School:**

Academic Program:

Scholars (external reviewers): (First & Last Name, University/College/Department Affiliation)

Visitation Dates: **On Campus** **Desk Review**

Instructions:
Please use this optional form to provide your assessment of each item below based on your knowledge of other public research institutions. Please rate each item of the academic department/school and program as excellent, very good, appropriate, needs improvement or N/A. At the end of each section, please expound on any items in that section identified as excellent or needing improvement. Additional comments are optional. Provide recommendations for improvement at the end of the sections. **Please note:** this External Review Form must be saved in PDF format when submitted to the Coordinating Board.

A. Academic Unit Description and Strategic Plan

Please evaluate the following (check boxes as appropriate)

	Excellent	Very Good	Appropriate	Needs Improvement	NA
A.1. Vision, Mission and Goals	○	○	○	○	○
A.2. Strategic Plan	○	○	○	○	○

Please expound if you identified any items in section A as excellent.

Please expound if you identified any items in section A as needing improvement.

Other comments for section A (optional):

Recommendations for section A:

B. Program Curriculum

Please evaluate the following (check boxes as appropriate)

	Excellent	Very Good	Appropriate	Needs Improvement	NA
B.1. Alignment of program with stated program and institutional goals and purposes	○	○	○	○	○
B.2. Curriculum development, coordination, and delivery	○	○	○	○	○
B.3. Student Learning Outcome Assessment	○	○	○	○	○
B.4. Program Curriculum compared to peer programs	○	○	○	○	○

Please expound if you identified any items in section B as excellent.

Please expound if you identified any items in section B as needing improvement.
Other comments for section B (optional):

C. Faculty Productivity

Please evaluate the following (check boxes as appropriate)

	Excellent	Very Good	Appropriate	Needs Improvement	NA
C.1. Qualifications	○	○	○	○	○
C.2. Publications	○	○	○	○	○
C.3. External Grants	○	○	○	○	○
C.4. Teaching Load	○	○	○	○	○
C.5. Faculty/Student Ratio	○	○	○	○	○
C.6. Achievements	○	○	○	○	○
C.7. Profile	○	○	○	○	○
C.8. Community/Public Service	○	○	○	○	○
C.9. Teaching Evaluations	○	○	○	○	○
C.10. Development	○	○	○	○	○

Please expound if you identified any items in section C as excellent.

Please expound if you identified any items in section C as needing improvement.

Other comments for section C (optional):

Recommendations for section C:

D. Students and Graduates

Please evaluate the following (check boxes as appropriate)

	Excellent	Very Good	Appropriate	Needs Improvement	NA
D.1. Demographics	◯	◯	◯	◯	◯
D.2. Time to Degree	◯	◯	◯	◯	◯
D.3. Publications/Awards	◯	◯	◯	◯	◯
D.4. Retention Rates	◯	◯	◯	◯	◯
D.5. Graduation Rates	◯	◯	◯	◯	◯
D.6. Enrollment (# of Students, SCHs)	◯	◯	◯	◯	◯
D.7. Licensure Rates	◯	◯	◯	◯	◯
D.8. Graduate Placement	◯	◯	◯	◯	◯
D.9. Degrees Conferred Annually	◯	◯	◯	◯	◯
D.10. Admissions	◯	◯	◯	◯	◯
D.11. Student Support Services	◯	◯	◯	◯	◯
D.12. Tracking Program Graduates	◯	◯	◯	◯	◯

Please expound if you identified any items in section D as excellent.

Please expound if you identified any items in section D as needing improvement.

Other comments for section D (optional):

Recommendations for section D:

E. Facilities/Resources

Please evaluate the following (check boxes as appropriate)

	Excellent	Very Good	Appropriate	Needs Improvement	NA

E.1. Facilities and Equipment	○	○	○	○	○
E.2. Finances and Resources	○	○	○	○	○
E.3. Program Administration	○	○	○	○	○
E.4. Staff Resources	○	○	○	○	○
E.5. Developmental Resources	○	○	○	○	○

Please expound if you identified any items in section E as excellent.

Please expound if you identified any items in section E as needing improvement.

Other comments for section E (optional):

Recommendations for section E:

F. Additional Areas of Review

Use this section to address other aspects of the program in need of review.

Information about Additional Areas of Review for Section F:
Areas of Strength for Section F:

Areas of Improvement for Section F:

Other comments and recommendations for Section F:

G. Overall Findings and Assessment

Please rate the overall program:

Excellent	Very Good	Appropriate	Needs Improvement	NA
○	○	○	○	○

Please provide an overall summary of the review.

Appendix F

Criteria for External Evaluators

The criteria for the selection of external reviewers are outlined in Rule §5.52 and Rule §2.181 of the Texas Administrative Code. Any external reviewer selected to participate in the Graduate Program Review must meet the following qualifications:

1. Must have subject-matter expertise and experience in graduate programming.
2. Be affiliated with a peer or aspirational institution of higher education with a comparable program outside Texas.
3. Must be able to take part in a virtual an on-site review
4. Must be part of a program that is nationally recognized for excellence in the discipline
5. Must be able to affirm that they have no perceived or real conflict of interest related to the program under review (for example, an evaluator who is actively collaborating with a member of the program/department is unacceptable)
6. Any and all stipends, payments, or honorariums will be paid to external reviewers directly from departmental budgets.

The External Reviewers Qualifications Form must be completed and submitted for approval before the reviewer is made final. See Appendix G

Important Notes:

- A one-day virtual site visit is required for all doctoral and master's programs.
- Each itinerary must include (at a minimum) the following activities:

- Orientation Meeting with the Dean of the Graduate School

- Meeting with Department Chair and Graduate Program Director(s)
- Meeting with program faculty
- Tour of relevant facilities
- A meeting with a group of representative graduate students
- Lunch and/or dinner, dependent on the duration of the program review.
- One hour period for external evaluators to talk before the exit interview
- Exit Interview that includes the Department Chair, Graduate Program Director(s), Academic Dean or Associate Dean

To help facilitate all visits, every participant should be provided with a copy of the program's self-study and the curriculum vitae of the external evaluators before the visit.

Appendix G

External Reviewer Qualifications Form

The criteria for the selection of external reviewers are outlined in Rule §5.52 of the Texas Administrative Code. Any external reviewer selected to participate in the Graduate Program Review must meet the following qualifications:

1. Must have subject-matter expertise and experience in graduate programming.
2. Be affiliated with a peer or aspirational institution of higher education with a comparable program outside Texas.
3. Must be able to visit campus for an on-site review (or minimally a remote desk review for stand-alone master's programs).
4. Must be part of a program that is nationally recognized for excellence in the discipline
5. Must be able to affirm that they have no perceived or real conflict of interest related to the program under review (for example, an evaluator who is actively collaborating with a member of the program/department is unacceptable)

Please add the credentials for all 6 potential reviewers below and submit this form to the Director of University Assessment at jarossi@lamar.edu for approval prior to inviting the reviewers.

Program Being Reviewed:

College:

Department:

Program:

Contact Name, Phone, Email:

1. External Reviewer for consideration:

Name:

Institution:
Title/Position:
URL/Webpage link:
Qualifications:

Selected? (to be completed by College of Graduate Studies)

2. External Reviewer for consideration:
Name:
Institution:
Title/Position:
URL/Webpage link:
Qualifications:

Selected? (to be completed by College of Graduate Studies)

3. External Reviewer for consideration:
Name:
Institution:
Title/Position:
URL/Webpage link:
Qualifications:

Selected? (to be completed by College of Graduate Studies)

4. External Reviewer for consideration:

Name:

Institution:

Title/Position:

URL/Webpage link:

Qualifications:

Selected? (to be completed by College of Graduate Studies)

5. External Reviewer for consideration:

Name:
Institution:

Title/Position:

URL/Webpage link:

Qualifications:

Selected? (to be completed by College of Graduate Studies)

6. External Reviewer for consideration:

Name:

Institution:

Title/Position:

URL/Webpage link:

Qualifications:

Selected? (to be completed by College of Graduate Studies)

Appendix H

Procedures for Programs with External Accreditation

When creating the schedule for the THECB Graduate Program Reviews, LU attempted to schedule each program's THECB review about a year after the program's accreditation review/renewal. This allows us to easily use the accreditation process for the THECB review and make the THECB process relatively easy and painless. In the sections below, we briefly discuss how to use the accreditation process to generate the three documents required for the THECB.

Self-Study

The self-study should be a single PDF that is less than 15 MB in size. You can use the same file or files that were submitted in your accreditation self-study. If the size of the file is larger than 15 MB, you can eliminate "non-essential" sections or try reducing the quality of images and/or scanned documents. If you have questions about reducing the file size, please communicate with the DGS.

Feedback From External Evaluator(s)

Create a single PDF that has the feedback from your accreditation review. If the review had multiple letters, combine these into one file and add a brief introduction and/or a table of content or to help the THECB review understand what has been combined to create this PDF. Be sure to include the site visit report that may have some specific commentary, not just the final letter of accreditation.

Appendix I

Graduate Program Review Form

TEXAS HIGHER EDUCATION COORDINATING BOARD
Academic Quality and Workforce
Graduate Program Review Form

Select Program: **Masters** **Doctoral**

Institution: Lamar University **Department/School:**

Academic Program:

Scholars (external reviewers): **(First & Last Name, University/College/Department Affiliation)**

Visitation Dates: **On-Campus** **Desk Review**

The department hosted an external review team composed of the above-listed scholars. The external review team produced an External Review with comments reflecting their overall impression of the graduate program. In this institutional response to the recommendations from the external review team, a response and action plan relative to the primary review recommendations are provided in the attached document. The program director, department chair, and dean of the college or representatives should sign the institutional response.

Program Director (Print and sign)
Department Chair (Print and sign)
Dean of the College (Print and sign)
Provost (Print and sign)

Appendix J

Checklist for Graduate Program Reviews

(*internal LU documentation*)

Select Program: **Masters** **Doctoral**

Institution: Lamar University **Department/School:**

Academic Program:

Scholars (external reviewers): **(First & Last Name, University/College/Department Affiliation)**

Visitation Dates: **On Campus** **Desk Review**

Required document checklist: please email all 3 required documents in separate files to lugradstudies@lamar.edu with subject "Associate Dean of Policy & Procedure approval."

Self-Study

External Review Report

Institutional Response

Once the College of Graduate Studies has received the documents listed above, the review will be considered complete and will be uploaded to the THECB site.

Appendix K

Graduate Program Institutional Response Form

TEXAS HIGHER EDUCATION COORDINATING BOARD
Academic Quality and Workforce
Graduate Program Institutional Response Form

Select Program: **Masters** **Doctoral**

Institution: Lamar University **Department/School:**

Academic Program:

Scholars (external reviewers): **(First & Last Name, University/College/Department Affiliation)**

Visitation Dates: **On Campus** **Desk Review**

Program Review. The department hosted an external review team composed of the above listed scholars. The external review team produced an External Review with comments reflecting their overall impression of the graduate program. We thank the external review team for their time and valued comments regarding our program.

The following areas were evaluated: Academic Unit Description and Strategic Plan; Faculty Productivity; Students and Graduates; Facilities/Resources; and Overall Ranking. The external reviewers were asked to give a rating of excellent, very good, appropriate or needs improvement in these areas. **Please note** this Institutional Form must be saved in PDF format when submitted.

1. **Academic Unit Description and Strategic plan**
    a. Vision, Mission, and Goals

    b. Strategic Plan

Recommendations from External Review Team:
Response and Action Plan:

2. **Program Curriculum**
    a. Alignment of program with stated program and institutional goals and purposes
    b. Curriculum development, coordination, and delivery
    c. Student learning outcomes assessment
    d. Program curriculum compared to peer programs

Recommendations from External Review Team:

Response and Action Plan:

3. **Faculty Productivity**
    a. Qualifications
    b. Publications
    c. External Grants
    d. Teaching Load
    e. Faculty/Student Ratio
    f. Achievements
    g. Profile
    h. Community/Public Service
    i. Teaching Evaluations
    j. Development

Recommendations from External Review Team:

Response and Action Plan:

4. **Students and Graduates**
    a. Demographics
    b. Time to Degree
    c. Publications/Awards
    d. Retention Rates
    e. Graduation Rates
    f. Enrollment (# of Students, SCHs)
    g. Licensure Rates
    h. Graduation Placement
    i. Degrees Conferred Annually
    j. Admissions
    k. Student Support Services
    l. Alumni Relations

Recommendations from External Review Team:

Response and Action Plan:

5. **Facilities/Resources**
    a. Facilities and Equipment
    b. Finances and Resources
    c. Program Administration
    d. Staff Resources
    e. Developmental Resources Recommendations from External Review Team:

Response and Action Plan:

6. **Overall Findings and Assessment**

Recommendations from External Review Team:

Response and Action Plan

Appendix L

Self-Study Template

(these are optional tracking worksheets for data collection, this information will be put into the Watermark Templates; this is NOT the final report form; can be used as an information tracking sheet)

Insert Name of Graduate Degree Program

Lamar University

Program Self-Study

AY Insert Year 1 - Year 2

Prepared by

Insert Name of Department Chair/Program Director

Reviewed by

Insert Name of Academic Dean

Insert Date

SUMMARY

Discuss the main findings results of the program's self-study.

The following self-study of the (name of program) ,
As required by the Texas Higher Education Coordinating Board, used criteria identified in the Texas Administrative Code to systematically evaluate the program's quality and effectiveness in supporting LU's mission. This self-study has been reviewed internally by the college's Academic Dean.

A. GRADUATE PROGRAM CHARACTERISTICS

The Characteristics of Doctoral Programs report was developed by the Coordinating Board's Graduate Education Advisory Committee (GEAC) in 2008 to provide a snapshot of doctoral programs offered by Texas public universities and health-related institutions. In compliance with rules outlined in the Texas Administrative Code, Lamar University has published information regarding 18 characteristics of doctoral programs, found here: INSERT LINK

1. **Student enrollment**. For the three most recent years, this is a headcount of students enrolled in the fall semester of each year.

Term	Enrollment
Fall 20	
Fall 20	
Fall 20	

Discuss this trend, describe plans for maintaining or increasing enrollment, and set an enrollment goal for the next ten years.

2. **Number of degrees per year.** For each of the three most recent years, this is the total number of graduate degrees awarded per academic year (fall, spring, and summer).

Academic Year	Number of Degrees
20 -20	
20 -20	
20 -20	

Discuss this trend and describe goals for degree production and anticipated outcomes for the next ten years.

3. **Average time to degree.** For each of the three most recent years, this is defined as the average of the graduate's time to degree, beginning the year students matriculated with a graduate degree objective until the year they graduated.

Academic Year	Average Time to Degree
20 -20	
20 -20	
20 -20	

Discuss this trend and describe plans to maintain or reduce average time to degree, setting goals and anticipated outcomes for the next ten years.

4. **Graduation rates.** This is defined as the percent of a cohort of first-year students who graduated within five years for master's programs and ten years for doctoral programs.

Entry Academic Year	Cohort	Number of Degrees	%
20 -20			
20 -20			
20 -20			

Discuss this trend and describe plans for maintaining or improving the graduation rate in the next ten years.

5. **Student retention/graduation rates.** This is the percentage of full-time fall-entering students in a given academic year who re-enroll or graduate in subsequent fall semesters.

Entry Term	Enrollment	Returned 2nd Year (%)	Returned 3rd Year (%)	Returned 4th Year (%)	Returned 5th Year (%)	Graduated in 1st Year (%)	Graduated in 2nd Year (%)	Graduated in 3rd Year (%)	Graduated in 4th Year (%)
Fall 20									
Fall 20									

Discuss the current trend, describe its plan for improving retention of qualified students, and set a goal for the next ten years.

6. **Employment profile.** For each of the three most recent years combined, this is defined as the number and percent of graduates by year employed, still seeking employment, and unknown. The employment areas are academia, government, industry/professional, postdoctoral, and other.

Academic Year	Academia		Government		Industrial Professional		Postdoctoral		Other		TOTAL
	N	%	N	%	N	%	N	%	N	%	
20_-20											
20_-20											
20_-20											

Describe the profile as well as career counseling and job placement assistance by professional staff and faculty, and discuss the success of these services. Discuss a plan to enhance the employment profile over the next ten years.

7. **Admissions criteria.** Based on admission factors as described in the Graduate Catalog.

   Describe the alignment of these factors to House Bill 1641 and discuss if and how these factors have changed over time to ensure the selection of quality applicants. Also describe admission practices in accordance with and in support of the institution's mission.

8. **Percentage of full-time students.** For the last three fall semesters, this is defined as the ratio of the number of full-time students and the number of students enrolled (headcount).

Term	Enrollment	Full time	%
Fall 20			
Fall 20			
Fall 20			

Discuss the current trend, describe plans for addressing the needs of full-time and part-time students, and set a goal and anticipated outcomes for the next ten years.

9. **Average institutional financial support provided.** For those receiving financial support, this is the average monetary institutional support provided per full-time graduate student for the prior year from assistantships, scholarships, stipends, grants, and fellowships (does not include tuition or benefits).

Academic Year	Full Time Students	Recipients	%	Total	Average
20_-20					

Indicate what type of support is available to the students enrolled in the program and describe a plan to sustain or improve financial support with goals and anticipated outcomes for the next ten years.

10. **Number of core faculty.** This is the number of full-time tenured and tenure-track faculty who teach 50 percent or more in the program or other individuals integral to the program who can direct research.

Term	Number of Core faculty
Fall 20	

Indicate plans for adjustments or growth and goals for the next ten years.

11. **Student/core faculty ratio.** For each of the three most recent years, this is the number of full-time student equivalent divided by the full-time faculty equivalent of core faculty.

Term	Student FTE	Faculty FTE	Student/Core Faculty Ratio
Fall 20			
Fall 20			
Fall 20			

Indicate plans for adjustment and goals for the next ten years.

12. **Core faculty publications.** For each of the three most recent years, this is the average of the number of discipline-related refereed papers/publications, books, and book chapters; juried creative/performance accomplishments, and notices of discoveries filed/patents issued per core faculty member.

Calendar Year	Number of faculty	Number of publications	Average publications
20			
20			
20			

Discuss how core faculty members are contributing to the field and community consistent with the program's mission. Indicate plans for promoting and improving the publication of scholarly work.

13. **Core faculty external grants.** For each of the three most recent years, this is the average of the number of core faculty receiving external funds, average external funds per faculty, and total external funds per program per academic year.

Calendar Year	Numberof faculty	Numberof facultyreceiving external funding	Total External Funds	Average External Funds per faculty
20				
20				
20				

Discuss the program's role in assisting the institution in its goal of expanding its external funding portfolio.

14. **Faculty teaching load.** This refers student credit hours and faculty teaching load credits in both graduate and undergraduate courses, by faculty.

Term	Number of faculty	Number of faculty teaching courses	Total SCH per year	Total SCH per year by faculty	SCH/year undergraduate courses by faculty	SCH/year graduate courses by faculty	Total TLC per year by faculty	Total TLC/year Undergraduate courses by faculty	Total TLC/year graduate courses by faculty
Fall 20									
Fall 20									
Fall 20									

Discuss faculty workload for graduate instructors in your program, in the context of overall teaching load in the department. Include discussions of research and administrative assignments.

15. **Date of last external review.** This is the date of last formal external review (e.g., professional association accreditation, or other agency or body requiring periodic review). Describe the recommendations and outcomes of the last external review.

16. **External program accreditation.** This is the name of body and date of last program accreditation review if applicable.

17. **Student publications/presentations.** For the three most recent years, this refers to the number of discipline-related refereed papers/publications, juried creative/performance accomplishments, book chapters, books, and external presentations per year.

Academic Year	Number of Students	Number of Publications
20_-20		
20_-20		
20_-20		

18. **Graduate licensure rates** (if applicable). For the three most recent years, this is the annual pass rates for programs whose graduates are required to pass a licensure exam to practice in the field.

Academic Year	Pass Rate
20_-20	
20_-20	
20_-20	

These characteristics do not fully represent the quality of graduate programs. The following sections provide additional information.

D. ALIGNMENT OF PROGRAM WITH PROGRAM AND INSTITUTIONAL GOALS AND PURPOSES

Discuss the program's mission alignment with Lamar University's Mission and Goals.

E. PROGRAM COMPARISON TO PEER PROGRAMS

Discuss the structure of the program curriculum and how long it takes to complete the program. Compare the program's curriculum and time to completion of the degree to those of peer programs and aspirational programs elsewhere in Texas and the nation.

F. PROGRAM FACILITIES AND EQUIPMENT

Describe the quality of current instructional facilities and equipment available to the graduate program. Identify plans to enhance facilities in the next ten years.

G. PROGRAM ADMINISTRATION

The program must have an administrative infrastructure appropriate for its mission, goals, and objectives. If available, provide the mission statement and describe how it influences decision- making. Describe the structure of the program's administration indicating reporting lines up to the Dean level. Identify administrators leading the program and describe their qualifications. As per the (Insert link or attach

document of department, college, or other relevant handbooks)… Mission Statement / Vision / Strategic Planning / Handbooks:

a committee of faculty members is required to accept primary responsibility for the professional graduate program. Indicate the role this body has in the management of the program.

H. PROGRAM FINANCE AND RESOURCES

Discuss the budget for the program. Also, describe additional major financial resources available to the program including but not limited to endowments and gift accounts.

I. FACULTY QUALIFICATIONS

Describe expectations for faculty in terms of research, scholarship, pedagogy, and service in terms of program mission and quality. Provide a short biographical sketch (250 words or less) for each core faculty member, highlighting exemplary activities that have occurred in the last three academic years.

J. CONTINUOUS IMPROVEMENT

As required by the THECB, the program must develop a ten-year plan for outcomes assessment; gather data; and assess outcomes annually. At the point of the ten-year review, the program must be able to report on the progress of these continuous improvement efforts.
Describe the ten-year plan to be implemented.

Questions and comments regarding this template should be addressed to:

The College of Graduate Studies

Associate Dean of Policy and Procedure, lugradstudies@lamar.edu

This document contains a number of hyperlinks throughout the text. For convenience, the most relevant hyperlinks for the preparation of the self-study are listed below.

For general information regarding the THECB graduate degree program review mandate, click here.

For specific information regarding Rule 5.52, click here.

For House Bill 1641 describing admission factors, click here.