

## **APR Self-Study Report Guidelines<sup>1</sup>**

Office of Institutional Effectiveness

Georgia State University

July 2020

### **I. Executive Summary** (1 page, single-spaced)

Please provide a summary of the self-study report that covers both the Status Report and the Strategic Plan.

### **II. Status Report: Where Is the Unit Now?** (up to 20 pages)

Please describe the current state of the unit. What is the unit accomplishing? What are its principal strengths, weaknesses, opportunities, and challenges? Where could the unit make improvements by building on existing strengths, seizing new opportunities, addressing current weaknesses, and/or responding to its challenges? Address any incomplete items from the previous APR action plan.

Please organize this part of the report according to the following eight (8) headings and address, at a minimum, each of the elements listed under each heading. Supporting documentation and data for each of these required elements should be placed in the relevant section of the appendix (see below). Other data elements in the Supporting and Supplementary Data (SSD) section of the appendix may be addressed in the body of the report at the discretion of the unit. Wherever possible, link findings and analysis in the Status Report to goals and objectives in the Strategic Plan.

Data sources: (D) indicates data available on the APR Dashboard, followed by the corresponding table number. (AA) indicates data available in Academic Analytics. (FDR) indicates data available in the unit's annual Faculty Data Report, followed by the corresponding figure or table number. (OIR) indicates data provided by the Office of Institutional Research. Data from these sources may be supplemented by unit data where necessary or appropriate. Other data must be collected by the unit.

#### **1. Overview**

- Department mission
- Principal programs and activities
  - Online/hybrid programs offered or under development
- Organizational diagram

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<sup>1</sup> Please use the following format: 1" margins, headers, and footers; 12 point, Times New Roman font; single-spaced; 30 pages maximum, not including cover sheet and table of contents.

## 2. Faculty, staff, and other resources

- Faculty: numbers, types, and ranks (D-2a; FDR-Fig. 1)
- Faculty balance: Percentage of courses taught (FDR-Fig. 2)
- Faculty demographics (gender, race, ethnicity) (D-2a1)
- Distinguished faculty (Regents, Distinguished University, endowed, 2CI/NextGen, etc.)
- Time in rank at associate level (see SSD)
- Faculty survey (OIR)
- Any other elements of importance to the unit (see SSD)

## 3. Undergraduate education

- Credit hour generation: core, lower-division, and upper-division (D-2a3)
- Course fill rates (FDR-Figs. 5 and 6)
- Enrollment in online/hybrid courses (D-1a7)
- Enrollment by program (D-1a35; FDR, Fig. 4)
- Enrollment by gender, race, and ethnicity (D-1a35)
- Student learning<sup>2</sup>
- Signature Experience participation (in development)
- Contributions to QEP (QEP alignment plans, grants and fellowships)
- DFW rates (FDR-Table 1)
- Retention and graduation rates: first-time full-time Freshman (6 years) and Juniors (4 years) (D-1a33)
- Degrees conferred<sup>3</sup> (D-1a8)
- Student outcomes after graduation
  - Placement into further degree programs (D-1a34)
  - Employment (in development)
- Surveys of current undergraduates and undergraduate alumni (OIR)
- Any other elements of importance to the unit (see SSD)

## 4. Graduate education

- Credit hour generation (D-2a3)
- Experiential learning: internships, service learning, research practica, field placements, etc.

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<sup>2</sup> The student learning sections (undergraduate and/or graduate) of the report should address the following questions: What has each program learned about student learning and, indirectly, about the program's strengths and weaknesses from the assessment process? What changes have been made or are planned in the program as a result of what has been learned through assessment? Have these changes resulted in improvements in student learning and, if so, how? What changes might be made in the assessment process to yield more useful findings and/or improve how findings are used for program improvement? Please include supporting documentation in the corresponding section of the appendix.

<sup>3</sup> If the three-year average of degree conferrals is less than 10 for a bachelor's degree program, less than five for a master's degree program, or less than three for a doctoral, specialist in education, or first professional degree program, provide a rationale for continuing the program and/or a plan for increasing the number of degree conferrals in the Strategic Plan.

- Enrollment in online/hybrid courses (D-1b6)
- Enrollment by program and concentration (D-1b21)
- Enrollment by gender, race, and ethnicity (D-1b45)
- Funded assistantships, fellowships, and scholarships by source: Unit/college (D-1b23); 2CI; University (Student Success Office, Graduate School, Athletics, etc.); sponsored research; other external
- Student learning
- Retention and graduation rates (D-1b43)
- Degrees conferred (see note 2) (D-1b7)
- Student outcomes after graduation
  - Placement into further degree programs (D-1b44)
  - Employment (in development)
- Surveys of current graduate students and graduate alumni (OIR)
- Any other elements of importance to the unit (see SSD)

#### 5. Faculty research, scholarship, and creative activity

- Research, scholarship, and creative activity
  - Quantity (D-1c14a; AA)
  - Quality (assessment of publication venues, impact factors, etc.)
  - Impact (citations, etc.) (AA)
- External funding (grants, fellowships, and other awards) (D-1c12a) (AA)
- Interdisciplinary collaboration at GSU (research centers, clusters, etc.)
- National and international collaborations and partnerships
- Unit-level research centers<sup>4</sup> (see note 4)
- Any other elements of importance to the unit (see SSD)

#### 6. Contributions to Cities and the Community (as applicable; see SSD)

#### 7. Globalizing the University

- International partnerships and exchanges
- International research collaborations
- Study abroad: number of students participating; number and types programs sponsored by unit; faculty involved
- Global/multicultural perspectives in core and major courses
- Any other elements of importance to the unit (see SSD)

#### 8. Other important programs and activities (e.g., service, leadership, outreach, engagement, etc., as applicable)

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<sup>4</sup> A separate template should be completed for each research and service/education center located within the unit. Instructions are available at <http://oie.gsu.edu/apr-centers>  
 These reports should be placed in the corresponding section of the appendix.

### III. Strategic Plan: How Does the Unit Propose to Improve Its Programs? (up to 15 pages)

Please state up to five broad goals for improving the unit and its programs over the next five to seven years. For each goal, identify at least one measurable objective and, for each objective, propose at least one action step designed to achieve that objective. Each action step should include a timeline and a description of any needed resources. At least one objective and action step should concern improving student learning. The Strategic Plan should clarify the alignment of goals and objectives with university and college missions and strategic plans where this is not obvious.

The APR funding domain includes redirection within the unit, redirection within the college, GSU programs (CETL, URSA, etc.), and external sources, but not funds from the central administration. In the case of an objective that may require substantial resources, the unit is encouraged to consider offering one or more intermediate objectives that could be achieved with correspondingly smaller amounts of resources.

### IV. Supporting Documents

Please provide a separate zip file containing the following documents:

1. Most recent Dean's Implementation Report for previous Action Plan
2. Peer and Aspirational Units Selected for Comparison<sup>5</sup>
3. Most recent Faculty Data Report (FDR)
4. Cooperative Academic Arrangements (if any)<sup>6</sup>
5. Center Reports (if any)
6. Surveys
7. Student Learning (Assessment memo from the Office of Assessment and Review; most recent assessment report and review for each degree and certificate program)

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<sup>5</sup> Self-study reports are expected to provide comparisons with specific peer and/or aspirational departments. Each unit is free to determine which elements of the report will include comparative data, depending on data availability and appropriateness. Units are asked, however, to include comparative data for at least five elements. Please list the peer and/or aspirational programs used and describe the basis for their selection.

<sup>6</sup> Please list any formal agreements the unit has made establishing cooperative academic arrangements (CAA) through which students may earn course credit and the date of the last review of each agreement. Under a CAA, GSU treats coursework at another institution in its transcripts as coursework offered by GSU itself. If a CAA has not been reviewed in the past five years, it should be reviewed in relation to the university's mission and strategic plan, and the Associate Provost for Institutional Effectiveness should be notified.

**V. Appendix: Supporting and Supplementary Data**

In a separate document, please provide data in the form of tables, figures, charts, lists, or documents for all of the following elements that are relevant to the unit. Those marked with an asterisk (\*) must be discussed in the body of the report. (D) indicates data available on the APR Dashboard, followed by the relevant table number. (AA) indicates data available in Academic Analytics. (FDR) indicates data available in the unit’s annual Faculty Data Report, followed by the relevant figure or table number. Data from these sources may be supplemented by unit data where necessary or appropriate. Other data must be collected by the unit.

	Data Source
<b><u>Faculty, Staff, and Other Resources</u></b>	
*Faculty: numbers, types, ranks	D-2a
* Faculty balance: Percentage of courses taught	FDR-Fig 2
Student/faculty ratios (undergraduate, graduate)	D-1b24, D-2a2
*Faculty demographics (gender, race, ethnicity)	D-2a1
*Distinguished faculty (Regents, Distinguished University, endowed, 2CI/NextGen, etc.)	Unit
Faculty recruitment and retention	Unit
Faculty promotion and tenure	Unit
*Time in rank at associate level (existing associates and those promoted to full professor in last 5 years)	Unit
GSU fellowships, awards, and other recognition (other than funding/grants)	Unit
External awards, honors, prizes, and other recognition (other than funding/grants)	Unit; AA
General administrative resources (staff, technology, space, instructional facilities)	Unit
Unit infrastructure for supporting research, scholarship, and creative activity (grant writing and administrative support, facilities, labs, equipment, technical support, and information resources)	Unit
Unit-level professional development funds	Unit
Foundation resources and other gifts	Unit
<b><u>Undergraduate Education</u></b>	
<b><u>Program Characteristics</u></b>	
Program requirements and recent changes, if any	Unit
Courses taught	D-1a38b
Cross-listed courses (D 1a62)	D-1a62
*Credit hour generation: core, lower-division, and upper-division	D-2a3
Course fill rates	FDR-Figs. 5 and 6
*Signature Experience participation	Unit

*Contributions to QEP (QEP alignment plans, grants and fellowships)	Unit; QEP office
Honors courses offered	D-1a51
*Enrollment in online/hybrid courses	D-1a7
<b>Student Characteristics</b>	
Quality of undergraduate students: HS GPA, Freshman index, SAT, ACT, etc.	D-1a1
Unit scholarship support for undergraduate students	Unit
*Enrollment by program	D 1a35; FDR-Fig. 4
*Enrollment by gender, race, and ethnicity	D-1a35
Pell eligibility and first-generation status	D-1a36
<b>Program Outcomes</b>	
*DFW rates	FDR-Table 1
*Retention and graduation rates for first-time full-time freshman (6 years) and Juniors (4 years)	D-1a33
Honors students and theses	D-1a51; Unit
*Degrees conferred	D-1a8
*Student outcomes after graduation	
Placement into further degree programs	D-1a34
Employment	Unit
<b>Graduate Education</b>	
<b>Program Characteristics</b>	
Program requirements and recent changes, if any	Unit
Admissions requirements and procedures	Unit
Recruitment and advisement	Unit
Courses taught	D-1b41b
Cross-listed courses	D-1b52
*Credit hour generation	D-2a3
*Experiential learning: internships, service learning, research practica, field placements, etc.)	Unit
*Enrollment in online/hybrid courses	D-1b6
National rankings	Unit
<b>Student Characteristics</b>	
Quality of graduate students (applied, accepted, enrolled)	D-1b1
*Enrollment by program and concentration	D-1b21
Ratio of graduate to undergraduate students	D-1b22
*Enrollment by gender, race, and ethnicity	D-1b45
*Funded assistantships, fellowships, and scholarships by source: Unit/college (D 1b23); 2CI; University (Student Success Office, Graduate School, Athletics, etc.); sponsored research; other external	D-1b23; unit; graduate college
<b>Program Outcomes</b>	
*Retention and graduation rates	D-1b43

Student accomplishments (publications, presentations, grants, awards, prizes)	Unit
Pass rates on national credentialing examinations	Unit
*Degrees conferred (D 1b7)	D-1b7
Doctoral time to degree relative to national average	FDR-Table 3
*Student outcomes after graduation	
Placement into further degree programs	D-1b44
Employment	Unit
<b><u>Research, Scholarship, and Creative Activity</u></b>	
*Research, scholarship, and creative activity	
Quantity	D-1c14a; AA
Quality, including assessment of publication venues, impact factors, etc.	Unit
Impact, including analysis of citations	Unit; AA
*External funding (grants, fellowships, and other awards)	D-1c12a; AA
Grants success ratio	D-1c12b
Internal grants	URSA
National/international discipline-specific rankings (AA-SRI)	Unit; AA-Scholarly Research Index
Patents and clinical trials	Unit
*Interdisciplinary collaboration at GSU (research centers, clusters, etc.)	Unit
*National and international collaborations and partnerships	Unit
<b><u>Contributions to Cities and the Community</u></b>	
City Scholar courses offered	D-1d41
Graduates with City Scholar designation (D 1d42)	D-1d42
Public presentations, performances, exhibitions, exhibits, speaker series, etc.	Unit
Community service/engagement/outreach	Unit
<b><u>Globalizing the University</u></b>	
<b><u>Global Engagement</u></b>	
*International partnerships and exchanges	Unit
*International research collaborations	Unit
Visiting scholars from abroad	Unit
Workshops/conferences/fora with international participants or international topic	Unit
Programs with or for international students	Unit
Fulbright and other international fellowship recipients (outbound)	Unit
Funded research on global issues or taking place in/focusing on issues in other countries	Unit

Engagement with globally focused community leaders/organizations	Unit
<b>Global Competency</b>	
*Study abroad: number of students participating; number and types programs sponsored by department; faculty involved	D-1e41
Global Scholars distinction: courses offered; courses taught by unit faculty; number of students graduated	D-1e51; D-1e52; D-1e53
Virtual Exchange: courses with virtual exchange components, including partner abroad; faculty involved in virtual exchange	Unit
*Global/multicultural perspectives in core and major courses	Unit
Global leadership programs for undergraduate students	Unit
International scholarships for students (Boren, Fulbright, Gilman, FLAS, etc.)	Unit
Co-curricular opportunities for students: international internships; international or global research; international student organizations supported by department; etc.	Unit
<b><u>Other Important Programs, Functions, and Activities</u></b>	
University service/leadership	Unit
Student organizations supported by department	Unit
Professional service/leadership/engagement	Unit