

Academic Program Review

Self-Study Outline for Programs and Departments

Office of the Provost

Revised Fall 2023

# Academic Program Review Self-Study Outline

Regular review of our academic programs is necessary to purposefully consider what we do, how we do it, and where improvement is needed. The self-study report prepared by the unit is an essential part of the program review process and is focused on the unit’s:

* mission and goals
* quality of instruction, research, scholarship and creative practice, and service
* student achievement and academic excellence
* role within the academic field, university, and wider communities

In preparing the self-study, units are asked to reflect upon objective data, and to engage in thoughtful reflection and analysis of their efforts, goals, and plans. In writing the report, units are encouraged to be candid, emphasizing strengths and weaknesses, challenges and successes, elements that are new or different, and issues relevant to diversity, equity, and inclusion in each section. This self-study outline should produce a focused, concise report not exceeding 12-15 pages, plus appendices.

**Program Review Timeline**

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| **\*Timeline** | **Activities** |
| January 22, 2023 | Decennial program review launch date – start self-study |
| February 28, 2023 | Standard data sets are available |
| March 19, 2023 | Request library data to support program review  |
| March 19, 2023 | Submit external or internal reviewer committee (ERC/IRC) member identification survey |
| June 1, 2023 | Library data sets are available  |
| December 15, 2023 | Dean approved self-study submitted to the unit SharePoint folder |
| Winter/Spring 2024 | ERC/IRC visit |
| Four weeks after visit | ERC/IRC report delivered |
| Two weeks after report delivered  | ERC/IRC report corrections of fact submitted by unit |
| Two weeks after corrections of fact  | Final ERC/IRC report uploaded to unit SharePoint |
| December 15, 2024 | Dean approved goal setting and implementation plan submitted to unit SharePoint folder  |
| \*All timeline dates are either the date listed or the next business day |

**Self-Study Informational Form**

**(Input Unit information Below)**

**School/College or Division:**

**Date of Last Program Review:**

**Program or Department Head Information:**

Name:

Title:

Email:

**Previous Department Head Information:**

Name:

Title:

Email:

**Faculty CVs:**

Upload faculty CVs for all Tenure Track or other research faculty whose reporting line is in the unit to your unit SharePoint folder>Decennial Program Review>2024-2025>Faculty CVs folder by the self-study submission due date. Go to the [Program Assessment Folder Access](https://provost.uoregon.edu/program-assessment-folder-access) page and follow the instructions to access your SharePoint folder.

**Self-Study Table of Contents**

1. Program/Department Overview
	1. Overview of Unit
	2. Academic Focus
	3. Comparator Institutions/Programs
	4. Recent History
2. Analysis of Unit’s Strengths and Challenges
	1. Faculty
	2. Teaching and Advising (University Mission-Related Goal: Teaching and Education)
		1. Undergraduate Student Success and Education
		2. Graduate Student Success and Education
		3. Teaching Support and Excellence
	3. Research, Scholarship, and Creative Practice (University Mission-Related Goal: Discovery)
	4. Service: Unit, College/School, University, Community, Profession (University Mission-Related Goal: Service)
3. Prioritized Areas of Focus

NOTE: For any sections that do not exist in your program, please include the section header and write “Not Applicable”. For instance, if your unit does not have any graduate programs or courses, you would include the “Graduate Student Success and Education” header and questions, and write “Not Applicable”.

1. **Program/Department Overview** [limit: 1-2 pages]
	1. Provide an overview of the unit including:
		1. Mission/vision of the unit
		2. Unit’s role in the college/school and in the university - how do the unit’s programs, curriculum, student success efforts and research/scholarship/creative practice align with the school/college and university goals and strategic initiatives?
		3. The unit’s governance structure, including pertinent administrative roles and responsibilities, and major standing committees.
	2. Describe the academic focus of the unit with a brief description of recent trends in the discipline/field.
	3. List key comparator programs, which may be competitors for recruitment of students and faculty, for example, or Association of American Universities (AAU) peers.
	4. Summarize the unit’s history since the last self-study review or within the past 7-10 years, emphasizing major changes that have occurred.
		1. Comment on any recommendations of the previous self-study and the unit’s response to those recommendations.
		2. Comment on any findings or recommendations from specialized accreditation reports if applicable.
		3. Describe any major changes that have occurred since the last review including new academic programs, programs that have been renamed or discontinued, internal and external collaborations, and any interdisciplinary, international, diversity, equity or inclusion initiatives significant to the unit.

Data Sources: Unit mission statement, unit strategic plan documents, internal governance policy for unit, previous program review self-study, specialized accreditation reports, list of key comparators.

1. **Analysis of Unit’s Strengths and Challenges**

Use available data to describe and understand each area below within the larger context of the unit and the mission of the university. Use these sections to reflect on current trends and conduct a candid assessment of the unit and its programs with an eye toward improvement.

* 1. **Faculty** [limit: 1 page]
		1. Describe the faculty size and composition, and address staffing for the unit in terms of the mission and goals of the unit, along with the unit’s operational metrics.
		2. Describe how the unit strategically employs a mix of tenure-track and career faculty to accomplish unit goals.
		3. Explain how mentoring occurs in the unit or in collaboration with other units on campus, identify ongoing mentoring needs, and describe plans to better address or enhance ongoing mentoring needs for faculty and post-docs, if appropriate.
		4. Describe challenges and progress toward goals related to recruitment, retention, or retirement of faculty.

Data Sources: Relevant diversity action plans if applicable, operational metrics, table/list of faculty CVs in appendix, climate surveys (when available), Google Scholar data (if appropriate for unit)

* 1. **Teaching and Advising (University Mission-Related Goal: Teaching and Education)**
		1. **Undergraduate Student Success and Education** [limit: 2-3 pages]
			1. Explain the rationale for the structure and sequence of the curriculum for each degree and credential, noting any distinctive experiences or expectations, and recent revisions. Include any strategic discussions or plans to offer key courses or programs in different modalities, such as online or hybrid.
			2. Discuss significant trends in student enrollment, demographics, graduation, and satisfaction, postgraduation outcomes, identifying pressing issues in the data.
			3. Discuss what, if any, role the unit has in delivering courses that meet undergraduate core education requirements.
			4. Summarize progress towards meeting your unit’s student achievement goals (SAGs) (from annual assessment):

- List all student achievement goal(s) on which you have focused since your last decennial program review (from annual assessment), These goals should be focused on equity gaps where they exist.

- For each goal, describe strategies implemented, and work completed towards achieving the goal.

- For each goal, use data to discuss the effectiveness of your strategies in meeting your goals.

- For each program, identify the student achievement goal(s) that will be the focus of annual assessment(s) following decennial program review. This can be the same goal(s) that a program is currently working on, or a new goal. If transitioning to a new goal, please provide justification for the change.

NOTE: Select at least one of these student achievement goals to be a high priority area of focus listed in section III of the self-study and included as a goal in the goal setting and implementation plan.

* + - 1. Summarize assessment of program learning outcomes (PLOs) (from annual assessment)

– List program learning outcomes for each undergraduate major, graduate degree, and undergraduate and graduate certificate (from CourseLeaf).

–Provide a timeline for when each PLOs was most recently assessed (every PLO must be assessed within decennial program review cycle).

– Describe what changes your unit has made in response to assessment data. You do not need to provide all the data you collected via your assessment process – focus on key data points related to curricular changes.

– Describe how your unit reviews and updates PLOs.

NOTE: Changes to PLOs must be made by units in CourseLeaf. Follow the [Guidance to Update Program Learning Outcomes](https://provost.uoregon.edu/guidance-update-program-learning-outcomes-plos).

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| Data Sources: Undergrad Profile, relevant Student Experience in the Research University (SERU) data, operational metrics, Grade Equity Dashboard, undergraduate degree requirements, assessment plan and reports, unit’s curriculum map and learning outcomes, relevant diversity action plan, other sources of student feedback and input. **Must include and comment on data relevant to the following:** * Curricular barriers and courses with high D,N,F,W rates, with an emphasis on equity gaps
* Retention and graduation data, with an emphasis on equity gaps
* Student achievement goals (SAGs)
* Student learning outcomes (SLOs) assessment
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* + 1. **Graduate Student Success and Education** [limit: 2-3 pages]
			1. Explain the rationale for the structure and sequence of the curriculum for each degree and credential, noting any distinctive experiences or expectations, and recent revisions. Include any strategic discussions or plans to offer key courses or programs in different modalities, such as online or hybrid.
			2. Discuss significant trends in student enrollment, demographics, applications and recruitment, time to degree, graduation, and satisfaction, postgraduation outcomes, identifying pressing issues in the data. Describe recent changes, successes, or challenges.
			3. Identify curricular barriers to degree progress, such as prerequisites that create bottlenecks, number of credits required to graduate, success in meeting milestones (e.g. time to candidacy, thesis/dissertation completion, comprehensive exams), courses with low pass rates, etc. and what the unit is doing to address those.
			4. Identify equity gaps in course completion, retention, time-to-degree or graduation rates, and what the unit is doing to address those.
			5. Summarize assessment of program learning outcomes (PLOs) (from annual assessment)

– List program learning outcomes for each undergraduate major, graduate degree, and undergraduate and graduate certificate (from CourseLeaf).

–Provide a timeline for when each of PLOs was most recently assessed (every PLO must be assessed within decennial program review cycle).

– Describe what curricular changes your unit has made in response to assessment data. You *do not* need to provide the data you collected via your assessment process.

– Describe how your unit periodically reviews and updates PLOs. If you have not reviewed and/or updated your PLOs since your last decennial program review, please describe how you will complete this task within the next two years.

NOTE: Changes to PLOs must be made by units in CourseLeaf. Follow the [Guidance to Update Program Learning Outcomes](https://provost.uoregon.edu/guidance-update-program-learning-outcomes-plos).

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| Data Sources: Graduate Profiles, Student Experience in the Research University (SERU) data, operational metrics, graduate degree requirements, unit's assessment plan, unit’s curriculum map and learning outcomes, relevant diversity action plan, other sources of student feedback and input. Must include and comment on data relevant to the following: * Curricular barriers and courses with low pass rates, with an emphasis on equity gaps
* Retention and graduation data, with an emphasis on equity gaps
* Student learning outcomes (SLOs) assessment
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* + 1. **Teaching Support and Excellence** [limit: 1 page]
			1. Explain criteria used to evaluate teaching.
			2. Describe how unit supports quality teaching that is inclusive, engaged and research-led, including any special efforts around teaching development.
			3. Summarize analysis of Student Experience Survey summary data (and previous Course Evaluation data if relevant to period of review) and comment on any trends or concerns in the unit.

Data Sources: Unit’s assessment plan and reports, relevant diversity action plan if applicable, unit’s peer review template, Student Experience Survey departmental summary (and previous Course Evaluation data if relevant to period of review), unit’s evaluation of teaching criteria. **Must include and comment on data relevant to the following:**

* **Student Experience Surveys (and previous Course Evaluation data if relevant)**
	1. **Research, Scholarship, and Creative Practice (University Mission-Related Goal: Discovery)** [limit: 1-2 pages]
		1. Describe the unit’s focal areas and strengths in research.
		2. Summarize areas of interdisciplinary collaboration across campus or with other institutions.
		3. Describe how University Libraries supports the research and education goals of the unit. Highlight any library needs or areas for improvement.
		4. Explain how the unit’s research and scholarship benchmarks against its comparators.
		5. Explain where the unit needs to focus or enhance its scholarly success and distinction.

Data Sources: Unit’s mission statement, research funding metrics, CVs of faculty in appendix, library data, Google Scholar data (if appropriate for unit)

* 1. **Service: Unit, College/School, University, Community, Profession (University Mission-Related Goal: Service)** [limit: 1 page]
		1. How does the unit assign, support, and recognize service in equitable ways for all faculty?
		2. Identify any inequities in service loads with regard to Tenure-Track Faculty, Career Faculty, faculty of color, women faculty, early-career faculty, late-career faculty, or other identified demographics of interest? What steps has the unit taken to address service inequities?
		3. How does the unit evaluate the quality of service?

Sources and data to reference: Table/list and CVs of faculty in appendix, relevant diversity action plan

1. **Prioritized Areas of Focus** [limit: 1 page]

As a result of the self-study analysis, with a particular emphasis on the data, list, in order of importance, **3-4 high-priority areas** of attention for the next 3-5 years. At least one of these must be a student achievement goal from section II.B and should focus on closing equity gaps where they exist.

Briefly describe each priority area, explain why it is important for the unit in terms of larger goals and strategic plans, and identify potential challenges in addressing the area. Revisit issues from previous program reviews and specialized accreditation reports, and action steps taken as applicable.

In consultation with the unit, the dean or dean designee will draw from this section, and the self-study report as a whole, to prepare the [*Goal Setting and Implementation Plan*](https://provost.uoregon.edu/program-review#forms-templates). Progress on student achievement and learning goals will be reported through annual assessment. Other goals will be integrated into the school or college internal planning and accountability processes.

Sources and data to reference: All data relevant to issues identified by unit

# Appendices

1. Unit’s mission statement and strategic plan
2. List of all degrees and credentials (from registrar’s office) with requirements for each.
3. Faculty list that includes:
* Faculty name,
* Classification (TTF, Career, Pro Tem etc.),
* Category (professors, senior instructor, lecturer etc.)
* Rank (Professors, Senior Instructor 1, etc.)
* Current Annual FYE
* Current Administrative Role (if applicable)
1. Recent Diversity and or Climate Action Plan
2. Specialized Accreditation reports or summaries, if applicable
3. Annual Assessment reports since last decennial program review
4. Program learning outcomes and curriculum maps for each undergraduate major, graduate degree and certificate program
5. Evaluation of teaching criteria
6. Peer evaluation template or criteria
7. Current General Duties and Responsibilities Statements (GDRS)
8. \* Data sources:
	1. [Provided by OtP in your SharePoint Folder](https://provost.uoregon.edu/program-assessment-folder-access):
		* Operational metrics
		* Undergraduate studies program data profile
		* Graduate studies program data profile
		* Data from student equity dashboard
		* Data from Student Experience Survey (SES) dashboard
		* Library data (requested by unit)
	2. Other data (optional):
		* [Student Experience in the Research University (SERU) data based on undergraduate and graduate surveys](https://ir.uoregon.edu/) (available at http:// ir.uoregon.edu)
		* Google Scholar data, if appropriate to unit

\*Any data referenced in your self-study should be included in the appendix or in tables, graphs, etc. within the self-study body. It is not necessary to include complete data sets if only key data points are being referenced – include what is necessary to support key points and conclusions.