

Program Review Self-Study Outline

Regular review of our academic programs is necessary to purposefully consider what we do, how we do it, and what is needed to offer meaningful and effective academic experiences. Although units and programs engage in continual self-assessment and review of their work, periodic program reviews are designed to contextualize a program's academic structure and performance, and provide an opportunity for meaningful reflection and change. In all, the purpose of program review is to gain a broader perspective regarding a program's profile, including:

- mission, goals, and objectives
- quality and breadth of instruction, research and creative practice, and service
- student success and academic excellence
- role within the academic field, university, and wider communities

The self-study report prepared by the unit is an essential part of the program review process. 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 future plans. In writing the report, units are encouraged to be candid and succinct, rather than comprehensive. Units should emphasize 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.

I. **Unit Overview, Structure, and Governance** [limit: 1 page]

Provide a brief history, including the vision and mission of the unit, in relation to the discipline(s) or fields(s) central to the unit. Be sure to address the role of unit in the college/school, in the university, and discuss any internal and external collaborations, and any interdisciplinary, international, diversity, equity or inclusion initiatives significant to the unit. Explain the unit's structure, which may simply be a list of administrative roles and responsibilities, and major standing committees.

Suggested data: Internal governance policy for unit, unit vision statement, relevant diversity action plan, previous program review self-study

II. **Strategic Direction** [limit: 1 page]

Describe the academic focus of the unit with a description of how the field is changing, and how the unit plans to enhance its academic success and distinction. List your key comparator programs, which may be competitors for recruitment of students and faculty, for example, or AAU peers. Address the key differentiators with comparator or peer programs, and the unit's position with respect to these comparators. Identify short (1-2 years), intermediate (3-5 years),

and long-term goals (5+ years) for the program and unit. If a unit does not have these goals or a strategic plan, this might be a key issue identified in the next section.

Suggested data: Unit vision statement, relevant diversity action plan, unit's assessments plans and reports, previous program review self-study, unit's local metrics, research funding metrics, Google Scholar data (if appropriate for unit)

III. **Key Issues Identified by Unit** [limit: 1-2 pages]

This section is an opportunity to identify and discuss a small number (perhaps 3-6) of key issues identified by faculty as high priority areas of attention that would stabilize or improve the work of the unit. Engage a discussion among faculty, staff, and students about key issues facing the program or unit, and analyze and discuss the data available relevant to each issue. Provide a summary of the key issues identified and discussed by the unit. These may include detailing the importance of each issue to the program or unit and the challenges, constraints, needs, and opportunities that addressing each issue would involve. It may be useful to revisit issues from previous program reviews and action steps taken, if available. Describe obstacles and identify supports needed to address the key issues, and explain how addressing these fits into larger goals and strategic plans, if available. Prioritize the key issues in order of importance where possible.

Suggested data: All data relevant to issues identified by unit

IV. **In-depth Analysis of Key Issues and Programs**

Analysis of the key issues identified above involves using available data to describe and understand each issue within the larger context of the program and unit, and within the mission of the university. Each section below focuses the analysis on major elements and activities of the unit, noting the alignment with UO mission-related goals. Each section has guiding points and suggested data to structure the review, and offers an opportunity to reflect on current trends and conduct a candid assessment of the unit and its programs with an eye toward improvement. Section B has additional guiding prompts in appendices A, B, and C to help focus the unit's discussion and report. The goal of this reflection is to better understand these pressing issues, and to outline plans to address them in order to keep the unit moving forward in ways that enhance or improve its activities.

A. **Faculty** [limit: 1 page]

Describe the faculty size and composition, and address the adequacy of staffing for the unit in terms of both the vision and goals of the unit, along with the unit's operational metrics. Address any progress toward identified goals in the relevant diversity action plan, and issues related to recruitment, retention, or retirement of faculty. Describe efforts to foster intellectual community or collaborations within the unit, and with other units on campus or the broader academic

community. Explain how mentoring (informal and formal) 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.

Suggested data: Relevant diversity action plan, operational metrics, table/list and CVs of faculty in appendix, undergraduate studies program data, graduate studies program data, UO climate surveys (when available)

B. Teaching and Advising – Mission-Related Goal: Exceptional Teaching and Education

i. Undergraduate Students and Education [limit: 2-3 pages]

Explain the rationale for the structure and sequence of the curriculum, noting any distinctive experiences or expectations, and recent revisions. Discuss significant trends in student demographics, enrollment, graduation, and satisfaction, identifying pressing issues in the data. Describe recent changes, successes, or challenges. (See Appendix A for guiding prompts.)

Suggested data: Undergraduate program data summary, Student Experience in the Research University (SERU) data, operational metrics, undergraduate degree requirements, unit's assessment plan and reports, unit's curriculum map and learning outcomes, relevant diversity action plan, Libraries' report, other means for student feedback and input

ii. Graduate Students and Education [limit: 2-3 pages]

Explain the rationale for the structure and sequence of the curriculum, noting any distinctive experiences or expectations, and recent revisions. Discuss significant trends in student demographics, enrollment, applications and recruitment, time to degree, graduation, and satisfaction, identifying pressing issues in the data. Describe recent changes, successes, or challenges. (See Appendix B for guiding prompts.)

Suggested data: Graduate program data summary, Student Experience in the Research University (SERU) data, National Research Council (NRC) data, operational metrics, graduate degree requirements, unit's assessment plan, unit's curriculum map and learning outcomes, relevant diversity action plan, Libraries' report, other means for student feedback and input

iii. Teaching Support and Excellence [limit: 1 page]

Describe aspects of the teaching profile and culture of the unit not previously addressed, including substantive and administrative dimensions. Explain criteria used to evaluate teaching, and supports for quality teaching that is inclusive, engaged and research-led. Describe recent changes, successes, or challenges. (See Appendix C for guiding prompts.)

Suggested data: Operational metrics, table/list and CVs of faculty in appendix, unit's assessment plan and reports, relevant diversity action plan, unit's peer evaluation template, course evaluation summary data (if available), Libraries' report, unit's evaluation of teaching criteria

C. Research, Scholarship, and Creative Practice – Mission-Related Goal: Exceptional Discovery [limit: 1-2 pages]

Describe the research, scholarship, and/or creative practice profile of the unit, highlighting the breadth and depth of areas of inquiry, and contributions to knowledge or public impact. Address the role of external support and funding, and how the overall profile of the unit compares to peer programs identified above (see Section II). Identify strengths, themes, and collaborations, as well as weaknesses and gaps in fields central to the unit. How does the unit plan to address issues and enhance strengths? What supports or incentives would facilitate these plans?

Suggested data: Unit's vision statement, unit's local metrics, research funding metrics, relevant diversity action plan, Libraries' report, Google Scholar data (if appropriate for unit)

D. Service: Unit, College/School, University, Community, Profession – Mission-Related Goal: Exceptional Service [limit: 1 page]

Describe the profile of the unit regarding service, with a focus on distinctive contributions to the university, community, and profession. Identify and discuss any issues pertaining to service distribution, recognition, and equity that significantly affect the unit. Are there plans and activities the unit could or should be doing to enhance the service contributions of the unit?

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

V. Appendices (plus others identified by unit)

- a. Preparation of self-study: briefly describe process to complete self-study, including who was responsible for final report, and annotate faculty involvement and engagement
- b. List/Table of faculty with: classification, rank, FTE, year of hire, areas of research and teaching, major university teaching awards and Teaching Academy membership, and hyperlinks to faculty member website profiles and to CVs (note administrative positions and list postdoctoral appointments, if applicable)
- c. Unit's strategic plan or vision statement, if applicable
- d. Undergraduate degree requirements (hyperlink)
- e. Graduate degree requirements (hyperlink)
- f. Unit's curriculum map and learning outcomes (hyperlink)
- g. Accreditations, if applicable (hyperlink)
- h. Diversity Action Plan (most relevant to unit) (hyperlink)
- i. Unit's assessment plans and reports (hyperlinks)
- j. Unit's evaluation of teaching criteria, if available
- k. Unit's local metrics (hyperlink)
- l. Peer evaluation template, if applicable
- m. Current GDRS (hyperlink)
- n. Undergraduate manual, if applicable (hyperlink)
- o. Communication and marketing materials (recruitment and visibility), if applicable (hyperlink)
- p. Data for self-study:
 - i. Undergraduate studies program data profile
 - ii. Graduate studies program data profile
 - iii. Student Experience in the Research University (SERU) data based on undergraduate and graduate surveys
 - iv. National Research Council's (NRC) assessment of doctoral education including rankings, if applicable
 - v. course evaluation summary data (if available)
 - vi. UO Libraries' report
 - vii. Unit's local metrics
 - viii. Operational metrics
 - ix. Google Scholar data, if appropriate to unit

Appendix A.

Guiding Prompts: Undergraduate Students and Education (Section B.i)

The following prompts are provided to guide the discussion and development of a meaningful and focused report on key aspects of teaching and learning activities related to undergraduate students and education in the unit.

Examples to discuss include:

- Distinctive experiences or expectations (international, internship, language, research, capstone, honors or senior thesis, online, etc.).
- Relevant data on degree progress in major, pass rates, or DFW (D, F, withdrawals) rates for key courses.
- Efforts to improve the experience of first-year students, recruit or retain students, and offer distinctive senior experiences.
- Goals for diversity, equity, and inclusion related to the undergraduate program.
- How quality advising is supported, including the advising load, distribution, and practices associated with advising students for academic success.
- How teaching and advising in the unit supports undergraduate education and student success at the institution (including and beyond the unit's enrolled majors or minors).
- Challenges and successes in assessing student learning at the undergraduate level, based on the unit's assessment plan and reports, and how these have informed academic programming.
- Procedures used to evaluate and assess the undergraduate curriculum, and how often.
- Plans the unit may have to change or update the curriculum, or improve the experience of undergraduate students.
- If (and how) the unit tracks post-graduate placements and maintains alumni relationships, noting any plans to improve or enhance these efforts.

Appendix B.

Guiding Prompts: Graduate Students and Education (Section B.ii)

The following prompts are provided to guide the discussion and development of a meaningful and focused report on key aspects of teaching and learning activities related to graduate students, and education in the unit.

Examples to discuss include:

- Relevant data on graduation rates, time to degree, percent of graduate students publishing, and applications and enrollment.
- Opportunities for research participation, teaching preparation and development, and teaching experiences.
- Distinctive experiences or expectations (international, internship, language, research, online, labs, publishing, etc.).
- Goals for diversity, equity, and inclusion related to the graduate program.
- Typical funding to support graduate students (grants, fellowships, scholarships, graduate employee positions, etc.), and how successful graduate students are competing for external funding.
- How quality advising and mentorship is supported, including the advising load, distribution, and practices associated with advising students for academic success.
- Challenges and successes in assessing student learning at the graduate level, based on the unit's assessment plan and reports, and how these have informed academic programming.
- Procedures used to evaluate and assess the graduate curriculum, and how often.
- Plans the unit may have to change or update the curriculum, or improve the experience of graduate students.
- If (and how) the unit tracks postgraduate placements and maintains alumni relationships, noting any plans to improve or enhance these efforts.

Appendix C.

Guiding Prompts: Teaching Support and Excellence (Section B.iii)

The following prompts are provided to guide the discussion and development of a meaningful and focused report on key aspects of teaching and learning activities related to teaching support, and excellence in the unit.

Examples to discuss include:

- Expected course load and distribution of teaching within the unit.
- Distinctive or innovative elements of the unit's teaching (philosophies, pedagogies, and practices, for example).
- Challenges and successes the unit has had with incorporating inclusive, engaged, and research-led practices into its teaching.
- Challenges and successes faculty in the unit have had in conducting whole-course redesigns for high DFW courses, participating in student success-oriented curricular innovations, or adding community-engaged or undergraduate research units into courses.
- Pressing teaching-related issues affecting undergraduate or graduate education (not described in previous sections), and faculty and staffing concerns that affect the unit's teaching.
- Supports for quality teaching and improvement, noting significant activities and recognitions related to teaching engagement, and excellence within the unit (such as teaching awards, Teaching Academy membership, participation in teaching development activities).
- Criteria and procedures used to evaluate, assess, and support teaching in the unit.