Academic Program Review

Self-Study Outline

for Programs and Departments

Office of the Provost

Revised Fall 2024

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# Overview

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.

**Self-Study Report Contents**

The self-study report will contain the following:

Section 1: Program/Department Overview

1. Overview of Unit
2. Academic Focus
3. Comparator Institutions/Programs
4. Recent History

Section 2: Analysis of Unit’s Strengths and Challenges

Part 1 - Faculty

Part 2 -Teaching and Advising

1. Undergraduate Student Success and Education
2. Graduate Student Success and Education
3. Teaching Support and Excellence

Part 3 - Research, Scholarship, and Creative Practice

Part 4 - Service: Unit, College/School, University, Community, Profession

Section 3: Prioritized Areas of Focus

Section 4: Appendices

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”.

**Program Review Process and Timeline**

Detailed guidance documents and a printable process check list can be found on the Office of the Provost [Decennial Program Review](https://provost.uoregon.edu/program-review#forms-templates) website in the forms and guidance documents section. Key dates and deadlines are included below for reference:

* Jan. 2025 – Office of the Provost (OtP) launches Decennial Program Review 2025-2026 Cohort
* Feb. 2025 – New cohort attends a workshop hosted by OtP
* By May 2025 – Units confirm External/Internal Review Committee (ERC/IRC) members
* By Sept. 2025 – Units confirm ERC/IRC visit dates
* By Dec. 1, 2025 – Unit submits self-study report for OtP review
* Jan. – May 2026 – Unit hosts ERC/IRC visit
* Four weeks after visit – ERC/IRC committee submits report to unit and OtP
* Two weeks after report is submitted – Unit completes corrections of fact
* Two weeks after corrections of fact – OtP finalizes ERC/IRC report
* By Dec. 15, 2026 – Associate or division dean submits Goal Setting and Implementation Plan

# 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>2025-2026>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.

## Section 1: Program/Department Overview

1. Overview of Unit 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 goals and the [university’s goals and strategic initiatives](https://oregonrising.uoregon.edu/)?
   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.

**Program/Department Overview 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.

## Section 2: 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.

Part 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.

**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)

Part 2 - Teaching and Advising

#### Undergraduate Student Success and Education

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):
   1. 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.
   2. For each goal, describe strategies implemented, and work completed towards achieving the goal.
   3. For each goal, use data to discuss the effectiveness of your strategies in meeting your goals.
   4. 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)
   1. List program learning outcomes for each undergraduate major (from CourseLeaf).
   2. Provide a timeline for when each PLOs was most recently assessed (every PLO must be assessed within decennial program review cycle).
   3. 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.
   4. 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).

**Undergraduate Education and Student Success 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)
* Program learning outcomes (PLOs) assessment

#### Graduate Student Success and Education

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)
   1. List program learning outcomes for each graduate degree certificate (from CourseLeaf).
   2. Provide a timeline for when each of PLOs was most recently assessed (every PLO must be assessed within decennial program review cycle).
   3. 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 - focus on key data points related to curricular changes.
   4. 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).

**Graduate Student Success in Education 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
* Program learning outcomes (PLOs) assessment

#### Teaching Support and Excellence

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.

**Teaching Support and Excellence 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)

Part 3 - Research, Scholarship, and Creative Practice [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. Explain how the unit’s research and scholarship benchmarks against its comparators.
3. Explain where the unit needs to focus or enhance its scholarly success and distinction.

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

Part 4 - Service: Unit, College/School, University, Community, Profession[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?

**Service Data Sources:** Table/list and CVs of faculty in appendix, relevant diversity action plan

# Section 3: Prioritized Areas of Focus

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. Areas of focus should align with the [university’s strategic plan](https://oregonrising.uoregon.edu/) with at least one area focused on a student achievement goal from section II.B that addresses 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.

**Prioritized Areas of Focus Data Sources:** All data relevant to issues identified by unit

# Section 4: Appendices

Include any relevant appendices to support the self-study narrative. 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.