

Academic Program Review

Self-Study Outline for Programs and Departments

Office of the Provost

Revised Winter 2022

# 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 success 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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| **February 15** | All standard data sets delivered to department Share Point folder (annual) |
| **Spring prior to Program Review** | External reviewers identified and invited to participate; unit begins work on self-study |
| **December 15** | Self-study delivered to Office of the Provost |
| **Winter/Spring** | External reviewers visit |
| **4 Weeks after External Review** | External reviewers deliver report |
| **2 Weeks after report received** | Department responds to any inaccuracies in ERC report |
| **October 15** | Unit and dean submit Implementation Plan to OTP |

**Insert Program/Department Information from Qualtrics Survey**

**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
4. **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.

Sources and data to reference: Unit mission statement, unit strategic plan documents, internal governance policy for unit, unit’s assessments plans and reports, previous program review self-study, unit’s local metrics, research funding metrics, 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.

Sources and data to reference: Relevant diversity plans, operational metrics, table/list and CVs of faculty 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.
			2. Discuss significant trends in student demographics, enrollment, graduation, and satisfaction, 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. Identify curricular barriers to degree progress, including an analysis of courses with high D,F,W,N rates, and what the unit is doing to address those.
			5. Identify equity gaps in course completion, retention, time-to-degree or graduation rates, and what the unit is doing to address those.
			6. Summarize assessment of student learning outcomes and what curricular changes unit has made in response to assessment data.

Sources and data to reference: Undergraduate program data summary, relevant 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 plans, other sources of student feedback and input. **Must include and comment on following data:**

* **curricular barriers and courses with high D,F,W,N rates, with an emphasis on equity gaps**
* **retention and graduation data, with an emphasis on equity gaps**
* **student learning outcomes assessment**
	+ 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.
			2. 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.
			3. Identify curricular barriers to degree progress, including an analysis of courses with high <C+, I, W rates, 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 student learning outcomes and what curricular changes unit has made in response to assessment data.

Sources and data to reference: Graduate program data summary, 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 plans, other sources of student feedback and input. **Must include and comment following data:**

* **curricular barriers and courses with high <C+, I, W rates, with an emphasis on equity gaps**
* **retention and graduation data, with an emphasis on equity gaps**
* **student learning outcomes assessment**
	+ 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.

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

* **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. Explain how the unit’s research and scholarship benchmarks against its comparators.
		4. Explain where the unit needs to focus or enhance its scholarly success and distinction.

Sources and data to reference: Unit’s mission statement, unit’s local metrics, research funding metrics, CVs of faculty in appendix, 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?
		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 should focus on student success, especially 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.

Unit will report annually on progress on goals and any new areas of focus suggested by annual reviews of data.

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

# Appendices Required

1. Unit’s mission statement and strategic plan
2. Faculty CVs
3. Relevant diversity plans
4. Undergraduate degree requirements
5. Graduate degree requirements
6. Specialized Accreditation reports or summaries, if applicable
7. Assessment plans and reports
8. Curriculum maps and learning outcomes
9. Evaluation of teaching criteria
10. Peer evaluation template or criteria
11. Current GDRS
12. Data for self-study (Summarize as appropriate given references in body of report):
	1. Unit’s Operational metrics
	2. Undergraduate studies program data profile
	3. Graduate studies program data profile
	4. Data and analysis on student achievement outcomes and equity gaps (course pass rates, graduation, retention and time-to-degree rates)
	5. Student Experience in the Research University (SERU) data based on undergraduate and graduate surveys (data is available on ir.uoregon.edu)
	6. Google Scholar data, if appropriate to unit (provided by unit)
	7. Student Experience Survey and Course Evaluations summary data (if appliable to period of review)