

Academic Program Review: Instructions for Self-Study Report

The Program Review Process - By mandate of the Oklahoma State Regents for Higher Education, all degree-granting programs undergo periodic review. At OU, the review is a 18-month, three-step process conducted on a seven-year cycle. In the spring semester preceding the review, the program completes a self-study. In the academic year (AY) following the spring semester, the Academic Program Review Committee (APR) (formerly Campus Departmental Review Panel) uses the self-study, along with the joint report of the two on-site reviewers, as the basis for further inquiry. The APR Committee then conveys its recommendations to the Provost who then meets with the dean, and the unit faculty. On the basis of those recommendations, the unit develops an action plan, which is approved by the Provost. In the subsequent years, the unit executes the plan. The result of the entire process is reported to the State Regents. For background, see OSRHE Policies & Procedures, 3.7 APR:<http://www.okhighered.org/state-system/policy-procedures/Chapter%203-June%202010%20with%20old%203.17.pdf> and OU Faculty Handbook § 5.37.

The Self-Study Process - Typically, the chair or director, in consultation with Committee A, will appoint a committee to organize the self-study process. The committee will organize itself and collect information in the spring semester prior to the review. The Office of Institutional Research and Reporting provides the committee with the "Departmental Profile", a compilation of statistics on enrollment, budget, faculty, and diversity. In addition, the Provost's office will provide the results of its online survey of faculty satisfaction with the program. The committee should draft, discuss, and finalize the report in the spring and summer, ideally with input from the entire faculty on the final version. The budget dean for the unit reviews the draft and provides comments to the unit. The budget dean will set a deadline for initial submission that will allow timely submission to the Provost's office for distribution to the APR Committee. **The deadline for submission of the self-studies to the Provost for the units under review in 2015-2016 will be the second Friday of the Fall 2015 semester, September 4, 2015.**

Overview of the Self-Study Report - The Academic Program Review (APR) is an evaluation process meant to help units assess and improve their teaching and scholarly and creative activity. Academic units are expected to study the provided "department profile" data trends and make projections in accordance with the strategic goals of the unit. Hence, the self-study report should be written with the goal of reflecting on the past and projecting to the future strategically, keeping in mind the mission of the institution, the vision of the college and the potential of the unit. At the conclusion of the review, the APR committee will provide a set of recommendations to the Provost taking into consideration the input of the faculty, the external reviewers, and the Dean. The Provost finalizes the review process by communicating strengths, weaknesses and opportunities in the form of a set of recommendations. The unit is expected to develop an action plan to address the opportunities and fully implement the plan before the next review. The APR report should not be shelved at the end of the review cycle. Instead, it should serve as a framework for constant improvement.

Report miscellanea - **We require that the unit provide an electronic version of the self-study.** Please provide a table of contents for the self-study and some form of pagination for the document. This should include the narrative and most appendices. If we need paper copies we will let you know.

External reviewers - Two external reviewers will be chosen to review the self-study and provide an evaluation of the unit's assets, challenges, and needs. The reviews will be based on the self-study (plus any additional material requested) and will involve a site visit. Reviewers should be senior

faculty from comparable units around the country. *When you forward the self-study to your dean, please include a list of at least six potential reviewers plus contact information (email address, phone numbers, and addresses).*

Outline for the Self-Study Report – 2015-2016 Review Cycle

The self-study report narrative and appendices **MUST** be organized in the format presented below. In some cases, a section may be irrelevant to your unit (for example, you may not have a graduate program). In such cases, simply indicate that the section does not apply and proceed to the next section. There is no page limit; however, outstanding self-study reports are brief, transparent, yet informative to the Provost, the members of the APR, and the external reviewers.

Narrative:

- I. Overview of the Unit and Governance
- II. Actions taken in response to the most recent APR review recommendations
- III. Undergraduate Program
- IV. Graduate Program (MS and PhD, if applicable)
- V. Faculty
- VI. Vision and Strategic Direction
- VII. Conclusions

List of Appendices:

- I. By-laws of the Unit's Advisory Board
- II. Unit's Promotion and Tenure Guidelines
- III. Unit's Annual Performance Evaluation Guidelines
- IV. Undergraduate Student Handbook
- V. General Education Course Syllabi
- VI. Most Recent Outcome Assessment Report for the Undergraduate Program(s)
- VII. Course Syllabi for Required Courses on the Degree Check Sheet(s)
- VIII. Graduate Student Handbook
- IX. Most Recent Outcome Assessment Report for the Graduate Program
- X. Faculty Mentoring Program

- XI. Most Recent Strategic Plan of the College
- XII. Most Recent Strategic Plan of the Unit

Elements of the Self-Study Report Narrative

- I. Overview of the Unit and Governance - This section should provide general information about the unit, including a brief history since its inception and details on its academic and administrative governance.
 - a. State the importance of the program(s) offered by the unit to the university and the community as a whole.
 - b. Describe the unit's leadership structure. List the director (or chair) and any vice-chairs and their duties. Describe how departmental (school) committees are organized, members appointed, and how they function. Indicate how these duties are taken into account in determining the overall workload of the faculty involved (e.g., are course reductions given?). Identify any problems with the administration of the unit and the academic programs housed in the unit and propose possible solutions.
 - c. If the unit has an advisory board, provide the by-laws of the board as Appendix I. Discuss the role of the advisory board in the governance or operation of the program(s).
 - d. Describe the faculty hiring and retention processes, include strategies for reaching out to a diverse group of candidates. Provide data on the number of faculty members who have left the department for reasons other than retirement during the past five years; and specify actions taken within the past five years to improve retention of faculty.
 - e. Provide the unit's most recent promotion and tenure guidelines as Appendix II and annual performance evaluation guidelines as Appendix III. If a guideline is more than five years old, describe plans and the timeline to review and revise it. If possible, include the promotion and tenure guidelines from 2-3 peer or aspirational peer units and compare standards.
 - f. Describe unit's efforts to recognize meritorious faculty including the nomination process for internal and external awards and recognition. List the faculty awards received since the last review.
 - g. Describe the adequacy of the unit's current space in meeting the educational needs.
 - h. Describe the adequacy of the current staff in meeting the needs of the unit.
 - i. Describe the environment in which faculty, staff, and students work together and the role of the leadership in providing a cohesive and supportive work climate for the group. How does the unit assess the work environment quality?
 - j. Describe sources of financial support that aid the mission and goals of the unit, providing an overview of how the unit supports its program(s) financially. Provide a basic annual budget, including both revenues (including E&G funds, grant funds, college funds, OU Foundation funds, funds from AP courses) and expenditures by category.
 - k. Describe any fundraising efforts, plans, or recent successes.
 - l. Identify significant areas of financial need; describe how this need affects the goals of the unit. Given the current budget constraints, describe how educational mission of the unit can be strengthened without any additional financial resources.
- II. Actions taken in response to the most recent APR review recommendations - In this section, provide a response to each recommendation from the previous review.

III. Undergraduate Program –

a. General Information

- i. List undergraduate degree programs, minors, and certificates offered by the unit.
- ii. Discuss the enrollment trends and projections for each of each program offerings.
- iii. Discuss student diversity. Describe efforts to promote and recruit diverse student groups into the program from K-12 schools and community colleges.
- iv. What are the one-year average retention and six-year average graduation rates from each of your unit's programs and from OU for the first-time full-time degree seeking freshman cohort? Same for transfer students? What are the reasons for such attrition rates? Have you taken any actions that were effective in decreasing the attrition rates? What actions should you undertake in order to improve one-year retention and six-year graduation rates from your programs?
- v. Discuss academic preparedness of incoming freshman and transfer students. Describe services available to students to promote success within the first two years at the institution.
- vi. Describe the advising process for undergraduates including current processes for seamless transfer student advising.
- vii. Describe the undergraduate degree production trend for the unit and five-year goals for degree completions.
- viii. Discuss the student satisfaction survey results. Describe any planned changes in teaching, curriculum, advising, or other aspects of the program(s) or unit as a result of survey input. If there is an undergraduate student handbook, attach it as Appendix IV.

b. General Education Requirements

Discuss unit's participation in the general education core program. Provide a list of the general education courses, including the unit's capstone course(s), taught in the last five years, instructors of these courses, and average enrollment in each course. Provide most recent syllabus of each general education course offered by the unit as Appendix V.

c. Assessment

Program level student learning outcomes are a set of outcomes students are expected to achieve upon graduation. This area focuses on program level–student learning outcomes, target levels (goals) for the achievement of the outcomes, and results pertaining to the extent the goals are achieved, and how results are used to improve program level student learning outcomes. Programs are expected to have clearly defined course level learning objectives, which are measured, evaluated, and used to improve student learning. The course level learning objectives should be mapped to program level student learning outcomes.

- i. State the program level student-learning outcomes and describe the assessment process in place to measure the level of attainment of these outcomes. Indicate the extent of implementation of the process, and analyze the results of the assessment. Please provide the most recent assessment report as Appendix VI. If the program plans to improve the assessment process, describe the plan and timeline for the improvement.
- ii. Provide a syllabus for each required course in the curriculum in Appendix VII. If the course syllabus does not have course level student learning objectives,

discuss the unit's process to assure that the course level objectives are included in the syllabus.

- iii. Discuss student performance on certification(s) and other exams, and accomplishments in winning national awards and fellowships, earning entry into quality advanced degree programs, and achieving employment in desirable jobs. It should address what is being done to track undergraduates upon degree completion.

IV. Graduate Program –

a. General Information

- i. List graduate degrees and certificates offered by the unit.
- ii. Discuss enrollment trends and projections.
- iii. Describe unit's efforts in reaching out to the undergraduates or other potential recruits to promote graduate programs and in recruiting a diverse group of students to the program.
- iv. Describe the advising process for the graduate students. If the unit has a graduate student handbook, provide it as Appendix VIII.
- v. Describe the graduate degree production for the last five years and discuss goals for the next five years.
- vi. Provide a COMPLETE list of most recent (last five years) Ph.D. graduates and their employment status. Discuss how the unit evaluates and uses this information to assess the quality of the Ph.D. graduates from the program.
- vii. Discuss the average time to degree for MS and PhD students. How does the unit address expected time to degree completion variations?

b. Assessment

This area focuses on the extent to which the graduate program sets goals, defines student learning outcomes and systematically documents results pertaining to the program that are: a) clearly stated and widely understood by students, faculty, and other stakeholders; b) appropriate for the type and level of program offered; c) adequately and appropriately assessed; and, d) continuously improved based on assessment results.

- i. Describe the assessment process of program level student learning outcomes, indicate the extent of implementation of the plan, and analyze the results of the assessment. Please provide the most recent assessment report for your graduate programs as Appendix IX. If the unit does not have an assessment report for the graduate programs, then discuss the plan and timetable to put one in place.

V. Faculty –

- a. General – Comment on the depth and breadth of faculty credentials in order to fulfill the teaching, research/creative activity, and service goals of the unit.

b. Teaching

- i. Describe how teaching responsibilities are assigned. By rank, what is the average teaching load per faculty in each rank? How are adjunct professors supporting the unit's teaching mission?

- ii. Describe evidence of excellence in teaching, such as teaching awards.
- iii. Describe how the unit supports and promotes educational innovations leading to improved student learning.
- iv. Describe support mechanisms available for instructional faculty to promote student success.
- v. Describe, in detail, how Committee A evaluates the quality of teaching during the annual performance evaluation process. Include discussion of the extent to which course survey results (including student comments), peer observation, implementation of innovative instructional technologies, and methods incorporated into the instruction are factored into the evaluation of teaching performance.

c. Scholarly and Creative Activity

- i. List 4-5 departments in other universities that you consider peers or close aspirational peers.
- ii. What are the unit's top three areas of strengths that distinguish your unit from others in the peer group?
- iii. Describe the research productivity of the unit since the last APR cycle.
- iv. Describe multidisciplinary collaborative efforts engaged by the faculty since the last review.
- v. Describe the core research areas represented by the faculty. Discuss any gaps or any potential strategic hires that will enable the unit to increase multidisciplinary research activities?
- vi. Compare your unit's scholarly and creative activity to those in your peer group and discuss the unit's efforts to foster and improve scholarly and creative activity.
- vii. Describe, in detail, the process Committee A follows when evaluating the annual performance of a faculty member's scholarly and creative activity.

d. Service

- i. Faculty advising and mentoring: Describe policies in place to encourage faculty mentorship of junior faculty, undergraduate, and graduate students. Are there formal mentoring programs available for junior faculty? If so, provide the program guidelines as Appendix X.
- ii. State the key university, regional, national, and international leadership activities of the unit's faculty. Are faculty members encouraged to take leadership roles, such as editor-in-chief of a reputable journal? How does the unit adjust the workload distribution regarding significant service load of a faculty member?

e. Professional Development

- i. Describe the professional development activities of faculty in regards to instructional development, student learning, diversity and inclusion, and student mentoring.
- ii. Describe the professional development activities of faculty in the areas of scholarly and creative activities.
- iii. Does the department support leadership development activities for faculty? Provide examples of support.

- VI. Vision and Strategic Direction – Each unit is expected to have a strategic plan consistent with the strategic plan of the college and the mission of the university. It is expected that the strategic plan be periodically reevaluated for revision. *“A vision without a plan is just a dream. A plan without a vision is just drudgery. But a vision with a plan can change the world”~ Old proverb*
- a. State the unit’s mission statement. If your college and your unit have strategic plans, provide the most recent strategic plan(s) for the college and your unit in Appendix XI and XII, respectively. Provide a roadmap for achieving the goals stated in the plan.
 - b. If the unit does not have a strategic plan, how would the Director or Chair describe the set of key goals that the unit would like to accomplish in the next five years?
- VII. Conclusions - This section should provide an overall assessment and analysis of the unit's programs. Indicate whether the unit regards itself as a nationally, regionally, or locally competitive unit in its discipline, the level of recognition to which it believes it can reasonably strive, and the steps it needs to take to achieve its goals, noting areas where the unit excels. The section should convey how the unit is forward-looking and what is being done to improve the program. For example, cite the ways in which the unit could reorganize its resources in the near and long term to improve its performance. The unit should indicate the level of priority for the action items it proposes.