## Table 6: SELF-STUDY GUIDELINES FOR PROGRAM REVIEW: ACADEMIC UNITS

1. **EXECUTIVE SUMMARY**
2. **MISSION**
3. **Published Mission Statements**

What is your mission statement and when was it last updated?

1. **Program Goals**

What are the educational goals of the program (school, department, major)? What modifications have been made recently in the goals or the program?

1. **Communication of Mission Statement**

How are the goals of the program communicated to students and other stakeholders?

## DEGREE PROGRAM ENROLLMENT AND RETENTION

* 1. **Student Credit Hours**

Chart SCH by department or degree program (past 5 years)

Observations (analysis) of SCH fluctuations or trends

* 1. **Majors**

Number of first and second majors per degree program (past 7 years)

Number of minors per degree program

Observations (analysis) of fluctuations or trends in majors

* 1. **Student Recruitment**

Describe recruitment methods

List goals for enrollment growth

Discuss strategies to strengthen number of majors

* 1. **Retention**

Describe retention methods and give retention rates per school and degree program

## ANALYSIS OF PROGRAM OUTCOMES

* 1. **Assessment Plans**

Assessment plan for each department or degree program

Changes made in the plan over time and changes under consideration

* 1. **Analysis of Learning Outcomes**

For each degree program, summary data (Major Field Tests, exit exams, portfolio evaluations, etc.) for each learning outcome

Analysis of data and examples of “closing the loop”

Provide other data as applicable (HEDS alumni survey, CLA, NSSE, advisory boards, surveys, etc.) Examples of outstanding student achievement

* 1. **Graduates**

Chart number of graduates in each degree program over the past five years

Observations (analysis) of fluctuations or trends in number of graduates per program

* 1. **Career Planning**

Does the department partner with the Career Services office?

What additional methods does the department use to help students find a career path?

* 1. **Post-Graduation Outcomes**

Chart outcomes including total graduates, employment with time periods, graduate/professional schools, percentage accepted, and list of employers

Observations (analysis) of fluctuations or trends in rate of employment and graduate school acceptance per program

## FACULTY

1. **Qualifications**

Identify earned degrees held by instructional staff: total number for each rank, broken down by degrees (Full-time and Part- time; Ouachita Online and OBU&NLC).

1. **Deployment and Transitions**

Full-time, part-time breakdown

Tenure and promotion breakdown and decisions for past 5 years

Recent retirements and resignations

Recent searches and new hires

Indicate the rank, race, and gender of all new full-time faculty members hired over the past five years

1. **Size and Composition**

What is the size and distribution of the current faculty: rank, gender, ethnicity

What is the total faculty full-time equivalent for the current year?

How many full-time faculty positions are now unfilled in the department?

Identify any new positions anticipated in the coming academic year

Is the faculty of the program diverse? How has the program worked to diversify the faculty?

1. **Teaching Loads and SCH**

Chart teaching loads per faculty member, including number of preparations

Chart SCH per faculty member

Observations (analysis) on teaching loads and SCH

1. **Instructional Responsibilities**

Observations (analysis) of student course evaluations

Do faculty members in the program utilize a variety of teaching techniques? Describe and analyze the teaching techniques. Are there opportunities for collaborative learning, supervised peer teaching, and independent study?

How, and how often, do students receive feedback in their courses?

Are there regular occasions for discussing teaching strategies and teaching issues?

1. **Advising**

Chart on advising loads per faculty member for last three years

Advisor evaluation data for the program

Observations (analysis) of advising loads and quality (Reference advising survey)

1. **Service**

List examples of faculty service to the university, community, church and profession

1. **Professional Development**

Goals of professional development

Support for professional development (faculty development committee material) Accomplishments of faculty development

1. **Faculty and Administration Evaluation Process**

Outline the evaluation process (VP, deans, chairs, faculty)

Observations (analysis) of the evaluations

1. **Promotion and Tenure Process**

Reference the faculty-staff manual and identify any issues that need to be addressed

1. **Faculty Recruitment**

Reference the faculty-staff manual and identify any issues that need to be addressed

1. **New Faculty Orientation**

Reference the faculty-staff manual and identify any issues that need to be addressed

## INTELLECTUAL/CREATIVE CONTRIBUTIONS

* 1. **Priorities**

Is there a stated faculty responsibility for intellectual contributions? Are all faculty members active? How is “active” determined?

* 1. **Faculty Goals and Evaluation**

Is scholarship (production of intellectual contributions) important in tenure and promotion decisions? Explain how scholarship is defined, evaluated, and weighted in tenure and promotion decisions.

* 1. **Faculty Accomplishments**

List by faculty member their major intellectual/creative contributions for the past three years

* 1. **Relationship to Mission**

Are the faculty’s intellectual/creative contributions applicable to the university’s mission? How are the contributions being incorporated into the classroom?

## CURRICULUM

* 1. **Degree Programs Objectives**

What is the plan for the curriculum and how was it determined?

Are all faculty members in the program aware of the goals, and do they understand how their own courses are intended to contribute to achieving these goals?

* 1. **Degree Program Content**

Include degree program summary sheets for each degree offered in the school.

If the total number of hours exceeds the university’s 120-hour minimum for graduation, have you considered streamlining the curriculum? What is the rationale for the additional requirements?

Are there opportunities for internships or summer employment? If not, have you considered including them?

* 1. **Summary and Rationale for Major Curriculum Changes**

Give summary of major changes in the past five years.

What rationale was given for the changes?

Has the direction of the curriculum changed during the past five years?

Is a curriculum redesign in progress?

* 1. **Course Enrollments**

Chart the enrollment for each course taught in the past five years

Observations (analysis) for course enrollment patterns

Have changes in the curriculum been made on the basis of enrollment patterns?

* 1. **Curriculum Strengths and Weaknesses**

State strengths and weaknesses of the curriculum based on enrollments, assessment data, and other factors. State next steps in dealing with curriculum strengths and weaknesses.

* 1. **Review Process**

What process is used for regularly reviewing goals, courses, and curricular structures?

Is the plan understood by all faculty members teaching courses in the program?

Is the plan understood by the students?

Has the structure been reviewed or modified recently?

## CO-CURRICULAR AND ENRICHMENT ACTIVITIES

1. **Academic Organizations**

List and describe academic organizations within the school.

Give evidence of their activity and contribution to the growth of students.

1. **Co-Curricular Opportunities**

What other enrichment opportunities exist for students majoring in the school?

Discuss field experience opportunities, and access to professionals visiting campus, etc.

Discuss conferences or meetings students have attended as an enrichment experience.

## LEARNING RESOURCES

* 1. **Facilities**

Briefly describe any special facilities under the jurisdiction (or managed cooperatively) by the department? Indicate the condition of classrooms, labs, equipment, faculty offices, conference rooms, etc.

* 1. **Budgets**

How does the budget process work with regard to programs and/or departments?

Do the department and school budgets effectively cover the required or needed expenses of the faculty? How will the department provide quality programs in the event of slow growth in resources?

* 1. **Library Materials**

Describe how the library budget is determined

Describe the library holdings supporting the program

Discuss library utilization by faculty and students

What mechanism does the department use for ordering books and periodicals?

* 1. **Technology**

Discuss technology available for instruction. Is technology utilized effectively?

Describe the technology used by students as applied to the curriculum

* 1. **Summary of Needs**

Provide a summary of the top five most pressing needs related to facilities, budgets, technology and the library. Who monitors the use of resources? Is the system working appropriately?

## FACULTY GOVERNANCE

* 1. **Role of the Department Chair**

Describe the responsibilities of the chairs

* 1. **Role of School Committees**

List the school committees and their membership

Describe the purpose of each committee and the average time requirement of each

* 1. **Role of the School and its Faculty in University Governance**

Reference the faculty-staff manual

## STRATEGIC PLAN

* 1. **Departmental and School Strategic Plans**
  2. **Observations (analysis) of Progress**

## X. PRIORITIES

Provide a list of 5-7 priorities identified through the Program Review process. These priorities may be based on strategies, curriculum, personnel, facilities, etc.

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