Self-study Guidelines for UGA academic program review

Contents of the self-study packet should include the following with page numbers.

   I.   **Table of Contents**

        Self–studies over 20 pages should include Adobe bookmarked pages.

   II.   **Unit Overview (2-4 pages)**

        Provide a description of the unit offering the academic programs, including (1) the unit's mission, (2) significant changes in the unit or programs since the previous review, (3) major accomplishments, (4) strategic goals and how such unit goals support the larger strategic goals of the school/college/university, and (5) top priorities for continuous improvement of the unit's academic programs, (6) faculty indicators of quality such as national and international awards, number of peer-reviewed publications and total amount of sponsored research funding awarded for the academic year. Address any structural, personnel, or governance issues that could affect the programs offered within the unit. Please include additional information the unit perceives as important for reviewers to better situate the context of the review.

   III.   **Academic Programs**

        For each academic program offered, include:
1. Academic Program Review Reporting Template*
   - OIR data sheet – OAIE will email out data sets **in March**
   - Reporting Template Narrative & Additional Data
   - Validate OIR data and complete the template with additional data and narrative as needed; discrepancies between OIR data and local unit data should be reconciled with OIR; local data might also be used with an explanation if the data are more robust within the unit
   - Recommend appropriate action on program status based on BOR thresholds for viable programs. **Programs that fall below BOR's thresholds and for which the unit recommends retention should be coded as "critical to the institutional mission and is growing or a high demand field and thus will be enhanced" and should include strong rationale for retention and clear enhancement steps that are being taken within the unit to meet thresholds.**
2. Student learning outcomes assessment plan/reports for last three years (PDF reports from Xitracs) with relevant attachments included (assessments, exams, project rubric etc.)

   IV.   **Additional and Optional Review Elements–to be determined at the outset of the review**

        As determined by the unit faculty and OAIE at the outset of the review, additional and optional elements relating to the program(s) and unit may be included within the scope of the review. Additional and optional elements may include but are not limited to:

- Centers, Institutes, other programs *
- Certificate Programs**
- Research programs
- Service/Outreach/Extension programs
- Facilities and Information Technology
- Support of Unit and University Goals
- Faculty and staff
- Study abroad programs

For each area addressed, the self-study should identify in one-two pages the major strengths, challenges, opportunities, and top priorities for continuous improvement. Suggested questions in each area that might guide the unit faculty in developing its self-evaluation follow.

V. **Optional appendices to the self-study packet (examples)**
- Table or organizational chart of academic programs and faculty members contributing to each
- Specialized accreditation reports
- One-year follow-up report from previous PRAC review
- Recent annual reports for the unit, sub-units, or school/college
- Unit or program governance documents (e.g., graduate handbook) relevant to the evaluation
- Facilities information relevant to the evaluation

* In general, if the unit is the academic, administrative, budgetary, or reporting home for a C/I/P that is not reviewed separately, the C/I/P should be included in the scope of the review. C/I/P directors and the self-study team should refer to the review expectations defined in Academic Affairs Policy 2.01-7 on Centers and Institutes to understand the context of the review. This policy is located at: http://curriculumsystems.uga.edu/curriculum/departments/

** Certificate programs are not required to complete a BOR template but should provide a brief evaluation. See questions following.

Self-study—questions to consider for additional and optional elements

Centers, Institutes, and other Programs (C/I/P) – address if C/I/P reports to the unit
- What is the primary mission of the C/I/P?
- How does the C/I/P enhance the unit's academic, research, or outreach programs?
- How is the C/I/P organized (including budgetary, physical, and human resources) to achieve this mission?
- What metrics are the best measures of productivity and excellence in achieving the mission?
- According to those metrics, how well does the C/I/P achieve its mission?
- Should the C/I/P be continued?
- If so, what changes using existing resources would enhance the C/I/P's effectiveness?
- If so, what are the unit's priorities for additional resources to enhance its effectiveness?

Certificate Programs – address if offered in the unit
- What is the primary purpose of the certificate program? What students does it serve? How does it complement or add value to existing degree programs?
- What resources (faculty, administrative, other) support the program?
- How many students have enrolled in and completed the certificate over the past three years?
- What evidence documents the quality of the program and its value to students?
- Should the certificate program be continued?

Research
- What is the primary focus of the unit's research?
- How does unit's research enhance its academic programs?
- What metrics are the best measures of productivity and excellence in the field?
- According to those metrics, how does the unit's research compare to peers?
- What changes using existing resources would enhance the unit's research profile?
- What are the unit's priorities for additional resources to enhance the unit's research profile?

Service & Outreach
- What is the primary focus of the unit's service and outreach?
- How does unit's service and outreach enhance its academic programs?
- What metrics are the best measures or productivity and excellence in the field?
- According to those metrics, how does the unit's service and outreach compare to peers?
- What changes using existing resources would enhance the unit's service and outreach profile?

- What are the unit's priorities for additional resources to enhance the unit's service and outreach profile?

Facilities & Information Technology
- What facilities and information technology support the academic, research, and service and outreach programs of the unit?
- Are the facilities adequate for the unit's goals in each area?
- If not, what are the unit's priorities for improvement?

Support of University Goals
- How do the academic, research, and service and outreach programs specifically support University goals such as diversity, internationalization, or sustainability?
- Are there additional opportunities for the unit to make specific contributions to University goals such as diversity, globalization, or sustainability?

Faculty and staff (note: the sufficiency of faculty to support and enhance academic programs should be addressed within the Academic Program Reports)
- What is the administrative structure of the unit and what is the distribution of faculty and staff across ranks and positions?
- How is performance of the faculty and professional staff evaluated and rewarded?
- How have recent changes to the faculty or staff affected the unit's effectiveness?
- How will expected near-term changes in the faculty or staff affect the unit's effectiveness?
- What are the unit's priorities for developing its faculty and staff to enhance effectiveness?

Study Abroad Programs
- What are the primary purpose, audience, course offerings, and lines of academic and fiscal responsibility for the program?
- How does the study abroad program enhance the unit's academic programs?
- How is the study abroad program evaluated?
- How is faculty participation in the study abroad program rewarded by the unit?