



UNIVERSITY OF GEORGIA

Academic Program Review Self-Study Guidelines

Units are encouraged to have broad-based faculty participation in the review process, including the development of the self-study document. This ensures a comprehensive and representative evaluation of the academic programs offered by the unit.

The self-study should be submitted to OAIE with a copy to the dean by the October 1 deadline.

Contents of the self-study should include the following with page numbers. Self-studies should be assembled and saved as PDFs. Self-studies over 20 pages should include bookmarks.

Cover Page & Table of Contents

Cover page should include the name of the unit & year of the review.

1. Unit Overview (2-4 pages)

Provide a description of the unit offering the academic programs, including:

- the unit's mission,
- significant changes in the unit or programs since the previous review,
- major accomplishments,
- strategic goals and how such unit goals support the larger strategic goals of the school/college/university, and
- top priorities for continuous improvement of the unit's academic programs,
- 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.

2. Academic Programs

For each academic program offered, address the quality, viability, and productivity of the program as described in the prompts below. In addition, each program will have an appendix that includes the prescribed information and data (described in detail in section 4 of the guidelines) as well as any supplementary data to support and provide rationale for the narratives as written.

- Quality: Briefly describe how the competitiveness of incoming students, their achievement of program learning outcomes, and their post-graduate success reflect the quality of the program. Describe how the research/scholarly productivity of the program faculty reflects the quality of the program within the discipline. Make sure to reference, as needed, the required or additional indicators of the program quality as appropriate from the program-specific appendix.

- **Viability:** Briefly describe how recent enrollment trends, prospects for graduates, availability of faculty to provide program instruction, and other metrics reflect the program's near and long-term viability. Describe how the program reflects currency in the discipline along with any efforts made to align the curriculum with external demands or standards. Include additional indicators of the program viability as appropriate.
- **Productivity:** Briefly describe how the number of students graduating, their time-to-degree, and other indicators, as appropriate, reflect the program's productivity. Describe any institutional or local factors (e.g., course sequencing or availability, high transfer student rate, etc.) that have an impact on students' progression in the program.

3. Additional Review Elements—to be determined at the outset of the review (optional)

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 *
- Minors
- 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.

** 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.*

4. Appendices

Required Appendices

Each Academic Program offered by the unit should have the following attached as appendices:

- [OIR data sheets](#) – Download data sheets from the OIR data dashboard undergraduate and graduate data sheets for each degree program and faculty data sheets should be included in the self-study
- [Student learning outcomes assessment plan & reports](#) for last three years (PDF reports from [Xitrac](#)s) with relevant attachments included (assessments, exams, project rubric etc.) Please include a list of all learning outcomes and the cycle defined for the review of each.
- [Program action recommendation form](#) - Complete for each program based on BOR thresholds for viable programs. Programs that fall below BOR's thresholds and for which the unit recommends retention should include a strong rationale for retention and clear enhancement steps that are being taken within the unit to meet thresholds.

Additional Appendices (optional examples)

- Additional Quality metrics you may provide: (see section 2)
 - entry scores or GPA into a degree program such as nursing, business, education) as appropriate.
 - Average Exit scores or Pass Rate on national/state exams for licensure (as appropriate), including the total N.
 - Employment rates of graduates (if available) http://career.uga.edu/outcomes/co_results_major
 - Admission into graduate programs (if available) http://career.uga.edu/outcomes/co_results_major

- Additional Viability metrics you may provide: (see section 2)
 - Standard Faculty Teaching Load for the degree program (e.g. 3/3, 4/3, etc.)
 - Number of Faculty (tenured/track and non-tenured) supporting the degree program within the department
 - Number of Faculty (tenured/track and non-tenured) supporting the degree program outside the department
 - Number of Full-Time faculty teaching in the program
 - Number of Part-Time faculty teaching in the program

- 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

Questions to Consider for Additional 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?

Minors

- What are the primary purpose, audience, course offerings, and lines of academic and fiscal responsibility for the minor?
- How does the minor enhance the unit's academic programs?
- How is the minor program evaluated?

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 of 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?