

AY 2019-20

Academic Program Review Self-Study Report Template

For Academic Units Writing their Self-Study Report in AY 2019-20

Office of the Provost

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**Academic Program Review
Evaluation Period Fall XXXX – Spring XXXX**

Self-Study Report

for the

Academic Unit or Program Name

at

**Northern Arizona University
Flagstaff, Arizona**

Prepared by

Names & Titles

Date of submission

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I. Introduction: Programs' Purpose & Context

I.A. Description of Academic Unit

The description of the academic unit summarizes the goals and aims of the unit's academic programs, its teaching, research/scholarly/creative agenda(s), and its service agenda(s). Also, it clearly identifies any subunits (Centers, Institutes, etc.) and the specific role(s) each plays at NAU.

I.B. Context of Academic Programs

Describes the unit in relation to (a) trends in its field(s) or discipline(s), and (b) its alignment with NAU's strategic plan. Overall, the context summarizes the field/discipline, university and society needs that the unit seeks to fulfill, and describes what the unit has, is, and/or will implement in relation to adapting to or aligning with the areas listed.

I.C. Brief History: Progress and Substantive Changes since the Previous Review

Describes the unit's progress and substantive changes since the previous review. As well, includes pertinent historical decisions that are important to understanding the unit in the present.

Attach the Action Plan from your last review, as well as the mid-cycle progress report and any other strategic planning documents, as applicable.

I.D. Website

Ensure that your website is up-to-date and accurately represents your academic unit.

II. Descriptions to Inform Analyses

II.A. Student Success

The academic unit will receive an Excel Workbook from the Office of Curriculum, Learning Design & Academic Assessment to provide data for the descriptions and analyses requested in this section.

II.A.1. Student Credit Hours & Trends in Student Enrollment

Describe your unit's % change in Student Credit Hour (SCH) and your unit's enrollment trends ("enrollment trends" indicates enrollment of students in the degree programs, minors, and certificates offered by your unit) in relation to your college and to NAU.

- *For all academic programs within the unit experiencing enrollment growth, describe what the unit is doing to accommodate the enrollment growth.*
- *For all academic programs within the unit maintaining enrollments or experiencing reduced enrollments, describe what the unit is doing concerning the decrease in enrollments.*

Based on your examination of the context of your field/discipline (Part I.B) and the goals set forth in NAU's Strategic Plan (Part I.B) how do you expect student engagement to evolve in the future: will it decline, remain the same, increase? Based on your response, what has, is, and/or will your academic unit do based on your findings?

II.A.2. Who are Our Students: Demographics of Students Enrolled in the Unit's Academic Programs

For all programs, describe the demographics of students enrolled in the academic unit's degree programs, minors, and certificates in relation to the historical demographics of NAU students.

For graduate programs, also examine recruitment approaches, admissions standards and acceptance/ matriculation rates of students.

II.A.3. First-Year Retention Efforts

Respond to this section only if it is applicable to the academic programs offered by your unit.

Describe any curricular changes, academic support systems, and/or advising recommendations that your unit has, is, and/or will incorporate to improve student success while maintaining high academic standards based on the following:

- *Review and identify any academic support systems that would assist your program in retaining students from the first to the second year.*
- *Consider and document any information that would be valuable for advisors to know about your program. Then, meet with advisors to learn about aspects that assist and/or hinder students to remain at NAU.*

II.A.4. Alignment of Multi-Section Courses

The growth of NAU's enrollments frequently means adding sections of courses to provide enough seats for students. As sections increase, a greater number of diverse instructors will frequently teach courses. This can lead to "drift" of class sections to fulfill the purpose and outcomes set forth by the faculty for each course. One way of determining "drift" is to examine the Student Success rate across instructors of multi-section courses.

II.A.5. Service to Other NAU Programs

This section examines the demand of an academic unit's courses by other academic programs within NAU. Describe the service provided by your unit to two university-wide undergraduate requirements: the Liberal Studies Program and Diversity Requirements.

Describe the demand of your unit's courses as requirements or recommendations in other academic programs, and the course enrollment demands from those programs.

Describe how collaborations and connections with other academic units at NAU support the unit's purpose and goals and how the unit has, is, and/or will develop collaborations and connections with other academic units to support the university's goals.

II.A.6. Graduating from NAU: Academic Program Completions

Describe trends in the unit's academic program completions in relation to the college's and NAU's historical completion patterns.

- *Examine data concerning the demographics of students and numbers of transfer students graduating from your academic unit's programs.*
- *Examine high-impact practices that have been shown to increase rates of student retention and engagement.*

Describe what the unit has, is or will implement in its curriculum to bolster completions of students while maintaining high quality academic programs.

II.A.7. Success beyond NAU

Examine and describe the National Clearinghouse Data Report that identifies other degrees your students have attained. Based on your examination of the context of your field/discipline (Part I.B), describe how your unit has, is, and/or will adapt its curriculum to ensure students receive the experiences most likely to prepare them for a productive future.

II.B. Curriculum & Assessment

The following sections II.B.1 through II.B.6 must be completed for EACH Degree Program offered by the Academic Unit. Respond to all questions for one degree, and then provide a separate section responding to all of the questions for the next degree, and so on.

II.B.1. Degree Program Name

II.B.2. Degree Program Purpose Statement

The purpose statement identifies the overall goals or aims of the degree program (or academic program), as collectively understood by the faculty members teaching in the program. The degree program purpose statement summarizes the following in a manner that differentiates it from other academic programs offered at NAU:

- a. *The scope of the program,*
- b. *The content studied, skills developed and so on,*
- c. *The learning experiences provided, and*
- d. *The future opportunities for which it prepares students.*
- e. *Graduate degree programs also address the population that is best suited for the graduate program.*

Copy and paste from the Academic Catalog

II.B.3. Degree Program Student Learning Outcomes

Degree program student learning outcomes define the scope (breadth and depth) of what students will know, be able to do, etc., upon completion of the degree program. Degree program student learning outcomes:

- a. *Are explicit;*
- b. *Are learning-centered (focus on what students learn rather than on what faculty teach);*
- c. *Align with the degree program purpose;*
- d. *Are appropriate to the level of the degree offered (Master's degree outcomes would be more rigorous and comprehensive than Bachelor's degree outcomes, etc.); and*
- e. *If a degree program has emphases, the outcomes capture the learning associated with both the common and unique curricular requirements of the degree.*

Copy and paste from the Academic Catalog (<http://catalog.nau.edu/learningoutcomes/>)

II.B.4. Curriculum Design

Curriculum has coherent course sequencing and structure designed to achieve the intended student learning outcomes in a manner that both students and faculty can articulate the rationale behind the sequencing and structure of the degree program.

- a. *A basic curriculum matrix visually demonstrates the required and elective courses covering each intended degree program student learning outcomes (including those courses required from outside of the academic unit).*
- b. *A written description of how the courses and their sequence relate to students' achievement of the intended learning outcomes.*

II.B.4.a. The Curriculum Map/ Matrix

A basic curriculum matrix visually demonstrates the required and elective courses covering each intended degree program student learning outcomes (including those courses required from outside of the academic unit).

The Curriculum Map that you provide will be posted on a Degree Program Expectations website.

Attach Curriculum Map

Attach Degree Progression Plan

II.B.4.b. Analysis of Curriculum Design:

Describes how the curriculum achieves the breadth and/or depth, as appropriate to the program's purpose, and explores the strengths and weaknesses of the curriculum's design.

II.B.5. Systematic Assessment of DPSLOs

Information about student learning is collected and analyzed by program faculty to determine the extent students achieve degree program student learning outcomes. **NAU requires that minimally, all broad learning outcomes are assessed using direct methods of assessment toward or at the end of the student's program of study at least once between program reviews.** The following evidence is documented in relation to the assessment of each broad learning outcome:

- *Assessment Planning, Design & Data/Information Collection.* The academic unit systematically obtains information about student's performance of learning outcomes using valid assignment(s), performance indicator (s), or measurement tool(s) or approach(es) selected or developed by the faculty members in the program.
- *Analysis of Data & Discussion of Findings:* Analysis and findings articulate the discoveries and findings for each broad learning outcome.

II.B.5.a. Step 1. Describe where, when and how assessment evidence was collected

Description, and table, of where (step 1), when (step 1) and how (step 2) the program assessed all broad learning outcomes (at or near the end of the student's program of study). Identify strengths and/or weaknesses you encountered concerning this assessment approach.

In the table (below), identify the following three indicators of where and when the program assessed all of its broad learning outcomes:

Student Learning Outcome	Where: Course, Evaluation, or Experience Used for Data Collection	When: Timeframe of Data Collection	How: Assignment/ Performance Indicator/ Measurement Tool

The Table of where, when and how the program assesses all broad learning outcomes will be posted on a Degree Program Expectations website.

II.B.5.b. Step 2. Design outcome measures

Describe the outcome measures' design. These must include direct measures of student learning (assignments, tests, portfolios, etc.) for all broad learning outcomes. Identify strengths and/or weaknesses you encountered concerning this assessment approach.

II.B.5.c. Step 3. Data Collection: Gathering, Evaluation, Storage

Describe how quantitative or qualitative data was (a) gathered, (b) evaluated and (c) stored for each of the assessment approaches used. In describing the evaluation of student work, state and/or describe how the faculty in the program identified acceptable levels of performance.

II.B.5.d. Step 4. Analysis & Interpretation of Findings

Present the findings in the table for each of the program's broad learning outcomes, and describe/summarize the analysis/findings and interpretation below the table.

Student Learning Outcome	Analysis/ Findings	Interpretation

II.B.6. Continual Improvement Efforts

II.B.6.a. Step 5. Use of Findings

The minimum requirement for this expectation is to identify at least one of the following three actions for each outcome:

- *Improve the assessment*
- *Improve the curriculum*
- *Disseminate the findings of learning strengths*

In the table, present the actions selected for each of the program's broad learning outcomes. Then, describe/summarize the actions that will be taken.

Student Learning Outcome	Interpretation	Improve Assessment	Improve Curriculum	Disseminate Learning Strengths

Identify the outcomes for which you would like to disseminate learning strengths in the following table, including the analysis/findings and interpretations. The table below will be posted on a Degree Program Expectations website.

Student Learning Outcome	Analysis/ Findings	Interpretation

II.B.6.b. Other Improvement Efforts

Summarize the changes that have been made in the degree program's curriculum in the past five years. Describe how these changes influenced student learning, or how you expect the changes to influence student learning.

II.B.7. Minor and/or Certificate Expectations

The following section must be completed for EACH Minor or Certificate offered by the Academic Unit. Respond to all questions for one Minor or Certificate, and then provide a separate section responding to all of the questions for the next Minor or Certificate, and so on.

II.B.7.a. Name of Minor or Certificate

II.B.7.b. Minor or Certificate Purpose Statement

The purpose statement identifies the overall goals or aims of the minor or certificate, as collectively understood by the faculty members teaching in the program. The minor or certificate's purpose statement summarizes the following in a manner that differentiates it from other degree programs, minors or certificates offered at NAU:

- The scope of the program,*
- The content studied, skills developed and so on,*
- The learning experiences provided, and*
- The future opportunities for which it prepares students.*
- Graduate degree programs also address the population that is best suited for the graduate program.*

Copy and paste from the Academic Catalog (<http://catalog.nau.edu/learningoutcomes/>)

II.B.7c. Minor or Certificate Student Learning Outcomes

Minor and certificate learning outcomes define the scope (breadth and depth) of what students will know, be able to do, etc., upon completion of the plan. Minor and certificate learning outcomes:

- Are explicit;*
- Are learning-centered (focus on what students learn rather than on what faculty teach);*
- Align with the minor or certificate purpose;*
- Are appropriate to the level of the minor or certificate offered (Master's level outcomes would be more rigorous and comprehensive than Bachelor's level outcomes, etc.); and*

Copy and paste from the Academic Catalog (<http://catalog.nau.edu/learningoutcomes/>)

II.C. Faculty

II.C.1. Faculty Characteristics

- 1. Examine the unit's composition with regard to hiring diverse, qualified candidates from historically under-represented populations. Describe what the unit has, is, and/or will do to recruit, hire, support, and retain diverse, qualified candidates from historically under-represented populations.*
- 2. Examine the Minimum Qualifications of all faculty to ensure that faculty are qualified to teach the courses they have been assigned to teach. If you happen to identify a faculty member who does not fulfill the minimum qualifications, contact Academic Personnel to work through the situation.*

II.C.2. Teaching & Mentoring

II.C.2.a. Teaching Load

- Review the data provided concerning overall Student Credit Hours (SCH) devoted to Lower Division, Upper Division and Graduate Courses.*
- Compare that number to your headcount by Academic Unit and Tenure Status summary and the Total faculty in your unit.*

Based on your findings, describe how well current approaches for distributing teaching loads are achieving the units' teaching priorities, and balancing goals for teaching with the research/scholarship/artistic and service agendas of the academic unit.

Describe what the unit has, is, and/or will do to achieve the unit's goals with regard to its teaching priorities.

II.C.2.b. Teaching Quality

Describe how the unit is, has, and/or will:

- a. Develop priorities for continuous improvement for instructors individually and/or across the unit,*
- b. Identify opportunities for innovation for individuals and/or across the unit and,*
- c. Share best pedagogical practices across instructors in the unit.*

II.C.2.b. Mentoring

Describe how the academic unit incorporates mentoring of students and faculty into its unit, distributes mentoring requirements, and facilitates the growth and development of faculty in mentoring positions. Describe what the unit has, is, and/or will do to make any changes or improvements to its mentoring of students and of faculty.

II.C.3. Research, Scholarship & Creative Activities

Describe how current approaches for distributing research/scholarship/artistic requirements are achieving the units' research/scholarship/creative priorities, and balancing goals for research/scholarship/artistic and service with its teaching and service agendas. Describe what the unit has, is, and/or will do to achieve the unit's goals with regard to its research/scholarship/artistic priorities.

II.C.4. Service & Community Engagement

Describe how current approaches for distributing service and community engagement responsibilities are achieving the units' service and community engagement priorities, and balancing goals for service with its teaching and research/scholarship/creative priorities. Describe what the unit has, is, and/or will do to achieve the unit's goals with regard to its service and community engagement priorities.

II. D. Resources & Governance

II.D.1. Resources

- 1. Describe and appraise the staff and administrative support available in the unit for supporting teaching, research/ scholarship/ creative activities and service activities.*

2. Describe the quality and sufficiency of the academic unit's physical facilities and equipment for both teaching and research.

3. Describe the overall fiscal operations of the academic unit with regard to its purpose, size, and scope. Consider state, local, and Foundation resources.

4. Describe the quality and sufficiency of technical resources and support.

5. Cline Library prepares reports for each unit's Academic Program Review. Describe the quality and sufficiency of library holdings and resources based on the report.

II.D.2. Governance

For this section, please attach the following policies and/or processes developed within your academic unit:

- *Workload Policy*
- *Promotion & Tenure Policy*
- *Annual Review Policy/Process*

II.E. Strategic Questions/Areas of Interest

The Strategic Questions/Areas of Interest section is provided for the Academic Unit, Dean/Associate Dean, Vice Provosts and Provost to identify and examine any strategic questions or areas of interest that are perceived as having a potential benefit to the academic unit.

To design this section, an e-mail prompt inviting the Academic Unit, Dean/Associate dean, Vice Provosts and Provost to submit questions/areas of interest will be issued by the Office of Curriculum, Learning Design & Academic Assessment (OCLDAA). OCLDAA will collect the questions, re-issue them to the participants and determine whether the leaders would like to meet. Once all questions/areas of interest have been agreed upon, they will be compiled for this section. If data collection is required for the response, OCLDAA will either conduct the data collection, or work with the appropriate offices on campus to collect the data, unless otherwise directed.

III. Strategic Questions, SWOT Summary, & Future Goals

III.A. SWOT Summary: Strengths, Weaknesses, Opportunities, Threats

Based on the descriptions developed in Parts I and II of the Self-Study Report, summarize and interpret the findings as strengths, weaknesses, opportunities and threats.

III.B. Future Goals: Formulating the Action Plan

Based on the actions identified in Parts I, II, and IIIA and the SWOT Summary, list the goals and objectives (individual actions the unit, college, and/or university would need to take to accomplish the broader goal) the unit aspires to work toward and/or achieve prior to the unit's next Academic Program Review.