

**AY 2021-2022**

# **Academic Program Review Self-Study Report Template**

For Academic Units Writing their Self-Study Report in AY 2021-2022

Office of the Provost

**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: Academic Unit 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, the college's strategic plan, and NAU's Diversity Strategic Plans. 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. Analyses and Reflections

## II.A. Trends

### II.A.1. Trends for Degree Conferrals, Student Credit Hours & Enrollment

*Describe your unit's trends for Student Credit Hour (SCH), program enrollments and degree conferrals 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.*
- *Examine data concerning the demographics of students and numbers of transfer students graduating from your academic unit's programs.*
- *Describe what the unit has, is or will implement in its curriculum to bolster completions of students while maintaining high quality academic programs.*
- *For graduate programs, also examine recruitment approaches, admissions standards and acceptance/matriculation rates of students.*

### II.A.2. Alignment of Multi-Section Courses

*Based on your review of your unit's multi-section courses (syllabi and course completion rates Tableau>course management>course grade analysis), describe efforts to address "drift" of class sections to fulfill the purpose and outcomes set forth by the faculty for each course and course completion rate variability, if applicable.*

### II.A.3. Service to Other NAU Programs

*This section examines the demand of an academic unit's courses by other academic programs within NAU.*

- *Describe how your unit plans to contribute to the revised general education program.*

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

#### **II.A.4. Success beyond NAU**

- What are the key areas of professional opportunity for students graduating from each program? What do graduates of the unit's program do professionally (describe types of occupation, graduate training, etc.)? How do you know?
- In what ways does the program try to systematically gather and incorporate feedback on the success of graduates in gaining employment and/or progressing onto graduate/professional school?
- How and to what extent do the programs directly address workforce needs in Arizona and/or demand in the professions? Reference relevant workforce and/or provide supplemental data to the extent possible.
- 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:**

Describe 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 Degree Program Student Learning Outcomes (DPSLO)**

Information about student learning is collected and analyzed by program faculty to determine the extent students achieve degree program student learning outcomes (DPSLOs). **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 2) and how (step 3) 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:

- 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 (<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:*

- a. *Are explicit;*
- b. *Are learning-centered (focus on what students learn rather than on what faculty teach);*
- c. *Align with the minor or certificate purpose;*
- d. *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.B.8. Collection and Review of Academic Unit Syllabi**

Per the Syllabus Requirements Policy, the academic unit leader or designee(s) will review faculty members' class syllabi to ensure alignment with the Master/Common Syllabus and determine whether the course's purpose or learning outcomes have changed substantially to warrant re-submission through the curriculum approval process.

- Include documentation of review, recommended actions, and collection of all class and Master/Common Syllabi.

## **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.*

### **II.C.2. Teaching & Mentoring**

#### **II.C.2.a. Teaching Capacity**

1. *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 your Dean to work through the situation.*
2. *For each course offered in your unit, document which faculty are qualified to teach each course and which ones regularly teach the course.*
3. *Review the data provided concerning teaching loads. 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.*
4. *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**

1. *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.c. Mentoring**

1. *Describe how the academic unit incorporates mentoring of students and faculty into its unit, communicates mentoring requirements, and facilitates the growth and development of faculty in mentoring positions.*
2. *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**

1. *Based on review of faculty scholarly accomplishments, describe what the unit has, is, and/or will do to achieve the unit's goals with regard to its research/scholarship/artistic priorities.*
2. *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.*

### **II.C.4. Service & Community Engagement**

1. *Based on review of unit and faculty efforts, 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.*
2. *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.*

## **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*

## **III. Strategic Questions, SWOT Summary, & Future Goals**

### **III.A. Strategic Questions/Areas of Interest**

The Strategic Questions/Areas of Interest section is provided for the academic unit, college leadership, 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. The unit leader and faculty should consult with their college Dean regarding possible Strategic Questions, who will involve the Provost team as applicable. Strategic Questions decided upon by the college Dean are to be submitted for review to VP-CAA.

### **III.B. 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 of strengths, weaknesses, opportunities, and threats.*

### **III.C. 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.*