

Office of the Provost

AY 2022-2023

Academic Program Review Self-Study Report Template

For Academic Units Writing their Self-Study Report in AY 2022-2023

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

Self-Study Report

for the

Academic Unit¹ or Program Name

at

**Northern Arizona University
Flagstaff, Arizona**

Prepared by

Names & Titles

Date of submission

¹ “Unit” is used to describe a program, department, or school undergoing Academic Program Review.

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I. Introduction: Academic Unit Purpose & Context

I.A. Description of Academic Unit

Summarize the goals and aims of the unit's academic programs, its teaching, research/scholarly/creative activity, and service agenda(s). Also, clearly identify any subunits (e.g., Centers, Institutes) and the specific role(s) each plays at NAU.

I.B. Context of Academic Programs

Describe the unit in relation to (a) trends in its field(s) or discipline(s), and (b) its alignment with [NAU's Strategic Roadmap](#), the college's strategic plan, and [NAU's Diversity Strategic Plan](#). Overall, summarize the field/discipline, university and societal needs the unit seeks to fulfill, and describe what the unit has, is, and 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

Describe the unit's progress and substantive changes since the previous review. This section also includes pertinent historical decisions important to understanding the unit in the present.

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

I.D. Website

Ensure the unit website is up-to-date and offers an accurate representation. Provide a web link.

II. Analyses and Reflections

II.A. Trends

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

Describe the unit's trends in student credit hour (SCH), program enrollments, degree conferrals, retention, and time to degree, by demographic categories and in relation to the college and NAU.

- For all academic programs within the unit experiencing enrollment growth, describe what the unit is doing to accommodate enrollment growth.
- For all academic programs within the unit maintaining enrollments or experiencing reduced enrollments, describe what the unit is doing to address the decrease.
- Examine data concerning the demographics of students and numbers of transfer students graduating from the academic unit's programs.
- Describe what the unit has, is, or will implement in its curriculum to bolster completions of degrees 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 review of syllabi, completion, and DFW rates in the unit's multi-section courses (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

Examine the demand of the academic unit's courses by other academic programs at NAU.

- Describe how the unit plans to contribute to the new [General Studies](#) program.

- Describe the demand of the 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 programs do professionally (e.g., types of occupations, graduate school)? Include a description of the sources used to address this question.
- 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 needs and/or provide supplemental data to the extent possible.
- Describe how the unit has, is, and/or will adapt its curriculum to ensure students receive the experiences most likely to prepare them for productive futures.

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 provide separate sections for all degree programs by responding to all questions for each.

II.B.1. Degree Program Name

II.B.2. Degree Program Purpose Statement

Describe the overall goals or aims of the degree 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 and skills developed,
- c. the learning experiences provided, and
- d. the future opportunities for which it prepares students.

Graduate degree programs: Address the population best suited for the program.

Copy and paste from the [Academic Catalog](#)

II.B.3. 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 (e.g., Master's degree outcomes are more rigorous and comprehensive than Bachelor's degree outcomes), 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](#)

II.B.4. Curriculum Design

Describe the sequencing and structure of the curriculum. Is the curriculum coherent, sequenced, and structured to achieve the intended student learning outcomes in a manner that the rationale can be articulated by students and faculty?

- A. **Curriculum Map/Matrix.** Provide a basic curriculum matrix that visually demonstrates the required

and elective courses covering each intended degree program student learning outcome (including courses required outside of the academic unit). Attach the program curriculum map and degree progression plan.

- B. **Analysis of Curriculum Design.** Include a written description of how the courses and their sequence relate to students' achievement of the intended learning outcomes. In addition, describe how the curriculum achieves the breadth and 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

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 and data/information collection. The academic unit systematically obtains information about students' performance of learning outcomes using valid assignment(s), performance indicator(s), 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. Describe where, when and how assessment evidence was collected

Describe, in the table below, where, when, and how the program assessed all broad learning outcomes (at or near the end of students' program of study). Identify strengths and/or weaknesses you encountered concerning this assessment approach.

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

II.B.5.b. 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. Data Collection: Gathering, Evaluation, Storage

Describe how quantitative and/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. Include any/all rubric used to assess student work and describe how standards were developed and applied.

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

Present the findings, in the table below, for each of the program's broad learning outcomes, and provide a description/summary interpretation, either in the table or in a paragraph narrative.

Student Learning Outcome	Analysis/ Findings	Interpretation

II.B.6. Continual Improvement Efforts

II.B.6.a. 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 and 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.

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 in the future.

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 provide a separate section responding to each 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.

Graduate degree programs: address the population best suited for the program.

Copy and paste from the [Academic Catalog](#)

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.

Copy and paste from the [Academic Catalog](#)

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

Examine the unit's composition regarding 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

- a. Examine the [minimum qualifications of instructional faculty](#) to ensure that they are qualified to teach the courses to which they have been assigned. If you happen to identify a faculty member who does not fulfill the minimum qualifications, contact the college Dean to work through the situation.
- b. For each course offered in the unit, document the faculty qualified to teach and who regularly teach each course.
- c. Review the data provided concerning teaching loads. Based on the 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.
- d. Describe what the unit has, is, and will do to achieve the unit's goals regarding 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.c. Mentoring

- a. 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.
- b. 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 regarding its research/scholarship/creative activity priorities.
2. Describe how current approaches for distributing research/scholarly requirements are achieving the units' priorities, and balancing goals for research/scholarship/creative activity 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 regarding 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 activity priorities.

II. D. Resources & Governance

II.D.1. Resources

1. Describe and appraise the staff and administrative assistance available in the unit.
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 the 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 AVP-CA.

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 a reflection of the SWOT summary, list the goals and objectives the unit aspires to work toward and/or achieve prior to the unit's next Academic Program Review. Also describe any actions the unit, college, and/or university would need to take to accomplish the broader goal.