Program Review Self-Study Guidelines

The self-study serves two primary purposes. 1) It allows the unit to assess, review, and reflect on its progress, goals, mission, and objectives. This reflection considers the developments in its areas of expertise, aligns with the University's Strategic Vision, and considers both current and potential resources. 2) It offers a comprehensive overview of the unit for external reviewers, the unit's Dean, and the Office of the Provost.

The self-study must rely on the provided quantitative data and include both ongoing summative and formative assessments provided by the unit to Academic Affairs. Limit the self-study narrative to 20 pages of text, ensuring the use of a font size of 11 or greater, margins of at least 1 inch on all sides, and single-spacing.

Many Programs are externally accredited. If all degree programs within the unit have accreditation, the documents from and to the accrediting agency substitute for the self-study and external review. These programs must submit a brief guide using this [template](https://www.umt.edu/faculty-senate/procedures/graduate-council-procedures-301/graduate-council-program-review-guidelines--302.20.pdf) directing Graduate Council reviewers to the relevant sections addressing program review requirements.

If any degree programs in a unit lack external accreditation, those programs must conduct a self-study for, carefully considering the program's distinct role within the unit.

The Dean must review this self-study before submission to the Office of the Provost.

# CURRENT STATE

## Unit Mission, Objectives, and Priorities

State the mission and objectives of the program or academic unit from the most recent Program Assessment.[[1]](#footnote-1)

How do the programs in the unit align with the university’s mission and priorities?[[2]](#footnote-2)

How have the programs in the unit changed since the last program review?

## Students and Programs

### Academic Program Demand and Productivity

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **AY 17-18** | **AY 18-19** | **AY 19-20** | **AY 20-21** | **AY 21-22** | **AY 22-23** | **AY 23-24** |
| Enrollments |  |  |  |  |  |  |  |
| Degrees Conferred |  |  |  |  |  |  |  |
| Catalog Entries | (Insert links) |
| Most recent Assessment Reports | (Insert links) |

How has the demand for the program changed and how has your unit adapted to these changes? For example, 2+2 programs or other creative partnerships.

How do program outcomes align with the expectations of external stakeholders and prospective students considering the anticipated demographic changes over the next period of review?

How does your program contribute to the General Education curriculum?

How does your program contribute to graduate education?

How does your program contribute to distance education?

### Courses and Curriculum

|  |  |
| --- | --- |
| Degree Specific Credit Chart by Program |  |

How are course offerings planned and coordinated? Describe any difficulties in delivering requirements, including bottlenecks and barriers.

How does the program curriculum contribute to student outcomes, curriculum, and/or operational functions of other programs or units on campus?

What are the strengths, weaknesses, and complexities related to the breadth and depth of the program’s curriculum, and what opportunities are there for improvement?

If the program has an asynchronous online component, how does the unit ensure courses meet regular and substantive interaction expectations in instruction?[[3]](#footnote-3) If that component is also presented through synchronous delivery, what mechanism exists to ensure students meet the same outcomes in both modalities?

### Student Outcomes

How do does your unit’s retention and graduation rate compare to the overall University of Montana rates?

Given the current economic context, describe job prospects and placements for your recent graduates? How does the program prepare students for further education and what are some recent successes?

### Inclusive Prosperity

What specific actions has the unit taken to align with the university’s Diversity, Equity, and Inclusion Plan?[[4]](#footnote-4)

What specific actions has the unit taken to align with the Indian Education for All in support of the university’s American Indiana and Minority Access action plan?[[5]](#footnote-5)

What challenges does the unit face in serving students from various levels of preparation for post-secondary education?

How will the unit continue to advance these efforts and address the stated challenges over the next period of review?

### Advising

Describe the advising model for the program or unit.

How are mentoring and advising responsibilities distributed among faculty or staff for graduate and undergraduate students?

How does the unit evaluate the effectiveness of advising and mentoring?

# FACULTY

## Workload

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **AY18 FTE** | **AY19 FTE** | **AY20 FTE** | **AY21 FTE** | **AY22 FTE** | **AY23 FTE** |
| Tenured |  |  |  |  |  |  |
| Tenure-track |  |  |  |  |  |  |
| Non-Tenure-track |  |  |  |  |  |  |

How is tenured and tenure-track faculty workload set and assigned in collaboration with the Dean?

How does the current composition of instructional faculty meet the needs of the breadth and depth of the curriculum as currently designed?

How do faculty in disciplines outside of the program contribute to the curriculum as currently designed?

How might positions be reconfigured given the forecasted changes in demographics and demand over the next decade?

## Research and Creative Scholarship

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **AY 17-18** | **AY 18-19** | **AY 19-20** | **AY 20-21** | **AY 21-22** | **AY 22-23** | **AY 23-24** |
| Grant Expenditures |  |  |  |  |  |  |  |
| Unit Metrics\* |  |  |  |  |  |  |  |
| Unit Standards | (Insert Link) |

\* *Units and programs can provide their own annual metrics by adding additional rows. Please provide definitions for these metrics and how they are tracked in the space below.*

What methods does your unit employ to gauge productivity in research and creative scholarship?

How does faculty research and creative scholarship contribute to student learning and outcomes in the program?

What are the most significant achievements in research, scholarship, and creative activities that your faculty have accomplished in the past three years? Please provide up to ten examples, with a maximum of three per tenure-track faculty member.

What are some examples of continuing or planned research and creative scholarship in the program that are expected to have a positive reputational impact on the program and the university over the next period of review? Please provide up to three examples.

## Service, Outreach, and Administrative Activities

What are some specific examples of how the program participates in community engagement, public service, and university service? Please provide up to three examples of each and how they enhance the program and the university’s visibility and reputation.

What goals and plans are in place to advance these efforts in response to anticipated state, regional, national, and global needs in the upcoming review period?

Operations

What are the current staffing and operational resources available to the unit and/or program?

How do designated and foundation funds contribute to the operations of the unit and/or program? Are these sources of funding sustainable over the next period of review?

Evaluate the adequacy of facilities in the unit and/or program.

Evaluate adequacy of the library holdings in the program’s discipline and evaluate the adequacy of the current collection management policy. (Contact the Dean of the Mansfield Library for additional information, if needed.)

Evaluate the adequacy of IT resources and support for the unit and/or program.

What goals and plans are in place to address any inadequacies in staffing or operation over the next period of review?

# Appendices

Appendix 1 Links to Relevant Handbooks

Appendix 2 As required by the Graduate Council’s Program Review Procedure (302.20), provide a box link with the most recent syllabi for UG and co-convening courses, a brief statement of how and where the syllabi require graduate-level study, and an assessment by the faculty and students regarding the effectiveness of the class.

Appendix 3 Links to up-to-date program faculty websites.

1. Assessment reports can be found at this link: <https://www.umt.edu/provost/faculty/deptreports/default.php> [↑](#footnote-ref-1)
2. University mission and priorities can be found at this link: <https://www.umt.edu/strategy/mission_vision_priorities/default.php> [↑](#footnote-ref-2)
3. Regular and Substantive Interaction is defined at this link: <https://www.umt.edu/umonline/curriculum-support/rsiupdate_2023.php> [↑](#footnote-ref-3)
4. The UM DEI Plan can be found at this link: <https://www.umt.edu/diversity-equity-inclusion-plan/> [↑](#footnote-ref-4)
5. The UM AIMA Action Plan can be found at this link: https://mus.edu/AIMA/action-plans/2023/um.html [↑](#footnote-ref-5)