



Program Review Self-Study Guidelines

The purpose of the self-study is two-fold. First, it provides the unit with an opportunity to take stock of, review, and reflect on its progress, aspirations, mission and objectives, in light of developments in its fields of expertise, the University's Strategic Vision, and the resources, real and potential, available to it. Second, the self-study presents a portrait of the unit to inform external reviewer(s), the unit's Dean, and the Office of the Provost.

The self-study should be grounded in quantitative data available from the Data Office, as well as ongoing summative and formative assessments submitted by the unit to Academic Affairs in the Biennial Assessment Reports (see Part F, below). The **self-study narrative should be limited to 20 pages of text**, using a font size 11 or greater, margins of at least 1 inch on all sides, and single-spaced.

Many programs are subject to accreditation. If ALL of the degree programs within the unit are accredited, then the documents provided to and received from the accrediting agency may serve mostly in place of the self-study and external review. If ANY of the degree programs are NOT subject to accreditation, then a self-study of those programs should be undertaken with due consideration of the program in the context of the unit as a whole. **Accredited programs must submit a response to the data provided by the Data Office (Part A, question 1) and the description of future goals and priorities (Part D).**

This self-study must be reviewed by the Dean of the school or college in which the unit resides before being sent to the Office of the Provost. Note that the plan of action described in Part D must be formulated in consultation with the Dean.

Part A: Program Description

1. In view of the unit's description (Appendices 1 and/or 4), and its stated goals and mission (Appendix 2), what does the department consider to be its major strengths, and how can the faculty build on these? Are there areas that need attention, enhancement, or that should be de-emphasized in view of faculty interests, expertise and available resources?
2. Consider recent developments and trends in the disciplines represented in the program, where the disciplines are likely to be headed in the next six years, and also how the unit plans to respond to these trends. How does the department faculty feel about its program's reputation and visibility? If the faculty sees a need to improve, how does it plan to do so? Emphasize the major core objectives and priorities expressed in Appendix 2, and elaborate on these in Part D of the self-study.

3. Explain how decisions are made in the unit. What financial resources are available (from the college or school, indirect cost returns, endowments, and grants to faculty that benefit the unit at large) and how are these resources are distributed?

Part B: Quality and Support

Undergraduate Program

1. What does the unit see as particular strengths and weaknesses of its undergraduate programs, and how does it plan to build on these strengths and mitigate any weaknesses? Comment on areas of program growth or decline. How does the unit propose to respond to these changes? Refer to assessment data (Appendix 2) where appropriate.
2. Describe the alignment of the program with the Strategic Vision of the University. Are the objectives and learning goals of the program (as defined in Appendix 1 and 2) clearly described on the unit's website?
3. Explain how undergraduate curricula (Appendix 1) prepare students for future endeavors, including employment or further training in the discipline(s) offered by the unit.
4. Describe initiatives that are in place to enhance students' learning and engagement such as internships, research and creative opportunities, and paid positions within the unit. Are there opportunities for students to undertake honors theses and capstone experiences? Is the unit satisfied with the number of students who take advantage of these opportunities, or does it see the need for improvement in this area?
5. The University Strategic Vision seeks to "Engage Students Where they Are" with key strategies of improving freshman retention and the six-year graduation rate. What specific advising and retention efforts are underway to support those goals?
6. Provision of General Education courses constitutes part of the mission of most schools, departments and programs. How does the unit serve this mission?

Graduate Program: Admissions and Curriculum (if applicable)

- What does the unit see as particular strengths and weaknesses of its graduate programs, and how does it plan to build on these strengths and mitigate any weaknesses? Comment on areas of program growth or decline. How does the unit propose to respond to these changes? Refer to assessment data (Appendix 2) where appropriate.
- How successful has the unit been in attracting and recruiting quality applicants to its graduate programs? What attributes of the program attract students? What are the barriers to recruiting the best applicants, and how would the unit propose to overcome these barriers? How successful has the program been at retaining students and in facilitating their timely graduation (see Appendix 3)?

- Evaluate the program's requirements regarding curricula, independent scholarship or research, professional internships, or performances and exhibitions, relative to the goal to provide appropriate rigor for training in the profession, while encouraging timely graduation. For what positions, or future training, are students being prepared?
- How are graduate students advised and mentored? Is an orientation program available to graduate students? Does the graduate handbook (Appendix 5) clearly describe expectations, guidelines and policies for graduation and remediation of deficiencies?
- How are graduate TAs employed to fulfill the teaching responsibilities of the unit?
- Is there a program director and does the director receive compensation or relief in recognition of her/his duties? Are students involved in governance of the graduate program?
- Does the graduate program collaborate or cooperate with other graduate programs at the University or across the Montana University System in any aspects of curriculum delivery, recruitment, training or mentorship?
- How effective is the unit's use of co-convening and UG courses in fulfilling goals for undergraduate and graduate pedagogy? Please refer to information provided in Appendix 6.
- How does the program assess its graduate training performance, with respect to objective criteria, and the perspective of faculty and students? How does the program track its students after graduation, and what has been learned from these efforts?
- How does your program evaluate faculty members' qualification to teach at the graduate level? Are there means of establishing, or losing, qualification to teach graduate classes? If not, please describe the currency of knowledge of your graduate faculty. (e.g., "All professors who have taught a graduate course in the review period have published, or shown professional competence, in their teaching areas during the period of review.")

Faculty: Quality of Instruction

- Describe how the unit meets its teaching needs and how it supports teaching activities. Are teaching loads distributed equitably among junior and senior faculty across teaching levels? If the unit assigns lower (or upper) division teaching responsibilities to adjunct faculty or graduate teaching assistants (refer to Appendix 3 data), discuss the unit's strategy for doing so, and its effect on the quality of teaching.
- Discuss new pedagogies and practices introduced to enhance student learning, and new courses that have been developed by the program since the last review. Highlight any innovations in interdisciplinary teaching, active learning, online teaching, and other uses of technology for enhanced teaching.
- Discuss ways in which the unit has achieved efficiencies or improved the quality of instruction, where appropriate, by collaborating with other units in course design or delivery. Are faculty

recognized and appreciated for their teaching activities outside of the unit? Does the unit participate in activities outside of the university to promote teaching excellence?

- Explain how the unit assesses the quality of teaching at both the graduate and undergraduate levels. Refer, as needed, to Appendix 2. Describe how the unit promotes effective classroom teaching (e.g., mentoring, classroom observation, student evaluations). If the unit sees deficiencies in this area, what plans has it devised to remediate them?

Faculty: Advising and Mentoring

- Discuss how the unit advises and guides its students. 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? Are faculty and students satisfied with the process? How, if deemed necessary, would the unit improve the process and outcomes of mentoring and advising?
- How are junior faculty members mentored? How effective is this process and how is it assessed?

Faculty: Research, Service, and Additional Creative and Scholarly Activity

- What does the unit see as the most outstanding achievements in research, scholarship and creative activities of its faculty within the past three years? Please cite no more than ten examples and no more than three per tenure track faculty.
- Describe outstanding examples of community service by unit faculty, and service to the profession at large (limit examples as above).
- How does the unit recognize, reward and enable the research, scholarship, creative scholarship and community/professional service of its faculty? How is this specifically reflected in unit standards, for example, in recommending faculty for promotion and tenure?
- How does the unit collaborate with on- or off-campus centers or institutes in promoting research/scholarship/creative activity?

Staffing, Facilities, and Other Resources

- Discuss the adequacy of current facilities, equipment, and support staff available to meet the mission of the unit's program.
- Evaluate the adequacy of the library holdings in the unit'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 in the department.

Part C: Educational Outcomes

The questions outlined in Part C are those already addressed in the biennial assessment report posted on the [Office of the Provost's department reports website](#) (Appendix 2). This assessment report may be

inserted as Appendix 2 in the self-study. Please use the information from the most recent assessment report, or additional assessment data that have been gathered since that time, to answer the questions below:

- What does the program expect student majors to know when they graduate/complete their program of study? That is, list the intended student learning goals in the unit in terms of the knowledge, skills, and abilities that they are expected to attain by graduation. Are these specific student learning goals represented in or derived from the unit's mission statement?
- Describe the specific assessment tools and methodology used to evaluate the knowledge, skills, and abilities that students have acquired in their program of study. What qualitative and quantitative measures are used to evaluate student progress? Attach examples of all assessment instruments (e.g., tests of cognitive skills, in-class performance measures, standardized and/or professional exams, student portfolios).
- What have these assessments indicated about students' progress? Provide specific data and describe how these data are used to maintain and/or modify aspects of the program (e.g., changes in the curriculum, changes in the scope and sequence of the curriculum, creation of writing courses or other special courses, formulation of hiring plans, revision of educational outcomes, adjustment in unit standards).
- What evidence is available regarding students' accomplishments at the appropriate level of performance for the degree awarded? Examples for graduate education include placement, dissertation and thesis evaluation, professional entry exams, use of theses, and capstone projects or portfolios, performances or exhibitions to assess learning. Examples for undergraduate education include performance on professional exams or GRE, quality of honors theses, assessment of exhibitions and performances, selection for all-university honors, selection for national honors, continuation to higher degrees, job placement, and employer surveys of job performance.

Part D: Future Goals and Priorities

- Provide ranked list of 3-5 unit or program goals, and a plan, including a timeline, for the sequence of actions to be taken for each. *This plan should be developed in collaboration with the Dean of the unit's School or College.* In developing this plan, consider what opportunities exist to extend current strengths. Briefly discuss major obstacles.
- Describe ways the unit interacts with other units and/or campuses in the University of Montana system, and consider ways those interactions might be strengthened (e.g., collaborative projects, team teaching, distance learning, interdisciplinary programs, continuing education programming, international education, potential joint appointments that would facilitate teaching and research cooperation, other).

Part E: Other

- Provide any additional information or recommendations that are relevant to the unit's self analysis but not addressed above.

Part F: Appendices

- Appendix 1.** **Course Catalog description** of departments and programs in the unit. (Provide this information as a hyperlink, as document will be shared with reviewers electronically.)
- Appendix 2.** Most recent **Assessment Report** submitted to Academic Affairs.
- Appendix 3.** **Productivity and Efficiency data** for the program provided by the Data Office (a preliminary copy will be provided to the unit head by the Office of the Provost).
- Appendix 4.** **Graduate School Program description** (if applicable): see program entries on the [Graduate School website](#). (Provide this information as a hyperlink, as document will be shared with reviewers electronically.)
- Appendix 5.** **Graduate program student handbook or instructions:** this is the document that the unit provides to its graduate students and faculty, which describes requirements for graduation, guidelines and timelines for progress through the program, and mechanisms by which curricular or performance deficiencies are resolved by the program.
- Appendix 6.** As required by the [Graduate Council's Program Review Procedure](#) (302.20), provide 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 7.** **Biosketches** (do not include CVs) for all tenured, research and adjunct faculty. Biosketches for each faculty should follow a standard format and consist of no more than 2 pages in order to make the review manageable. (see template, below)

Biosketch Format

As in the self-study, please use a font size 11 or greater, and margins of at least 1 inch on all sides. Provide information in the following order:

- Educational background and degrees
- Personal Statement (optional): In 250 words or less, describe major interests, accomplishments and goals
- Awards and honors in last seven years (do not include grant support)
- Courses taught or team taught in last three years (indicate if instructor of record, and if course was cross-listed)
- Trainees mentored (undergraduate, graduate, postdoctoral fellows) within last three years
- Academic service in last three years
- Professional service in last three years

- Community service in last three years
- Bibliography, and/or record of expositions or performances in the last seven years. List only the ten most significant
- Grants, contracts or endowments (including fellowships provided to students) awarded in the last three years. Include awarding agency, grant or contract number or ID (if applicable), title of project or award (if applicable), the funding period of the award (if applicable) or date of the award, and the total amount of the award