

ACADEMIC PROGRAM REVIEW SELF-STUDY COMPONENTS

Pacific Lutheran University

April 8, 2019

The self-study report should be a maximum of 20 single-spaced pages (12-point font, 1-inch margins). See guiding questions below.

PART I: COMMON ELEMENTS FOR ALL UNITS

Section 1: Mission and Organization (+/- 2 pages)

- I. How does the unit support the mission of the university?
 - a. **Attach as Appendix A** a depiction of the unit's organizational structure (as a list or chart), including FTE, titles of those in leadership positions, support staff, etc.
 - b. Describe the manner in which shared governance works in the unit and how the unit solicits the advice of external constituents.
- II. Describe the unit's mission and vision, including mission and vision statements if relevant.

Section 2: Faculty and Staff Resources (+/- 3 pages)

- I. How are you effectively and efficiently managing FTE resources?
 - a. Describe your program teaching FTE, including a discussion of faculty workload calculation and determination of release time.
 - b. Using data furnished by the Provost's Office, summarize the department's teaching contributions to the following programs over the previous 5 years:
 1. General Education
 2. IHON
 3. Interdisciplinary programs
 - c. Describe your staff/administrator FTE. Include current job descriptions.
 - d. Describe how your unit utilizes student employment, if applicable.
- II. What changes in FTE are anticipated for the next five years?
- III. Reflect on sabbatical cycles for the past 7 years and look ahead to the next 7 years. Looking forward, how will your unit manage sabbatical eligibility while minimizing disruptions to the university?

Section 3: Student Enrollment (+/- 1 page)

- I. Who are the students you serve?
 - a. Using data furnished by the Provost's Office, describe enrollment and demographic trends in your program over the past 5 years.
 - b. Describe the unit's efforts to recruit students, including students from underrepresented groups (to be clarified in conversation with Program Review Team).

- c. Describe the unit's efforts to retain students, including students from underrepresented groups (to be clarified in conversation with Program Review Team).

Section 4: Teaching and Learning (+/- 5 pages, depending on number of degree programs in unit): What do your students learn and how do you know they are learning?

- I. Curriculum: Provide catalog language, learning outcomes, and curriculum map(s) as appendices.
 - a. Provide a rationale for the content and structure of your curriculum, referencing disciplinary expectations and similar programs at peer institutions, where appropriate. Note curricula for major(s), minor(s), general education (including FYEP and IHON), interdisciplinary programs, and service courses to other programs.
 - b. Describe how the following signature PLU experiences are embedded in your curriculum:
 - 1. Student-faculty research
 - 2. Global education/study away
 - 3. Experiential learning (internships, civic engagement, service learning)
 - 4. Vocational exploration
 - c. Identify any curricular challenges (e.g, "bottlenecks", low-enrolled courses, etc.) and explain the unit's efforts to alleviate these challenges.
- II. Assessment of Student Learning & Experience: **Review Annual Assessment Reports for the past 5 years, including learning outcomes.**
 - a. Describe how learning outcomes are published, accounted for in syllabi, and communicated to students.
 - b. Over the past 5 years, what trends do you see in your unit's assessment of student learning? Focus your response on direct assessment of student learning.
 - c. Over the past 5 years, what trends do you see in the experience of students in your program? Please be sure to note how students' various identities may shape their experiences (such as race, gender, non-traditional, transfer, etc.)? Focus your response on indirect assessment of student learning.
 - d. Over the past 5 years, how has the unit used these findings to bring about improvements in the programs, effect curricular changes, and/or make decisions about resource allocation?
- III. Teaching & Learning Culture
 - a. Describe any inclusive and innovative teaching strategies that are currently utilized by your faculty.
 - b. Describe the unit's efforts to develop and support a culture of learning and self-reflection among faculty to help implement and assess inclusive and innovative teaching strategies.

Section 5: Intellectual Culture (+/- 1 pages) Because eFAR provides specifics about faculty accomplishments, the Program Review focus is on the department's intellectual culture

- I. Describe strategies to support scholarly development for faculty at different career stages. How does the unit work with pre-tenure faculty, specifically, to support their development and success?
- II. Describe the unit's efforts to foster and promote an active, intellectually rewarding scholarly culture among faculty within and across the department.
- III. Provide your unit's guidelines for the Rank & Tenure committee, if applicable.

Section 6: Service Culture (+/- 1 pages) Because eFAR provides specifics about faculty service, the Program Review focus is on the department's service culture.

- I. Describe unit expectations for faculty contributions to service (program, university, professional organization, community).
 - a. How are these expectations communicated?
 - b. How are faculty supported in carrying out service?
- II. Describe strategies to support colleagues' development in service, particularly in leadership roles.
- III. Describe strategies to ensure equitable service contributions from all faculty members.

Section 7: Future Directions (+/- 1 pages)

- I. As a result of this self-study, what specific short- and long-term goals has the unit identified for improving the program, and what steps will it take to reach them?
- II. For units engaging in subsequent reviews: Reflect on this passage from the unit's last program review. What did you say you would do? Did you do it?

PART II: UNIT-DEFINED QUESTIONS (+/- 5 pages)

Part II contains responses to key questions identified by the unit and/or the Program Review Team at the beginning of the review process. These questions should reflect goals, issues, and concerns of the unit.

PART III: APPENDIX

- A. Organization Chart