

University of Kentucky Periodic Review

Educational Unit (including Degree Programs)

Self-Study Report Checklist

Academic units and degree programs undergoing a periodic program review should make use of this checklist.

This checklist is provided as a guideline for items that should be included in a self-study, as required by the Council on Postsecondary Education (CPE) and Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC), as well as by UK's *Governing Regulations, Administrative Regulations, and Senate Rules*. Additional information may be added to the reports as needed.

AR 1:4 states: "The purpose of the program review is to improve the quality and effectiveness of teaching and learning, research, public service, and operations. It does so by systematically examining missions, goals, objectives, resources, activities, processes, and outcomes of programs and services."

All data is to be collected in the unit under review unless otherwise noted in parenthesis below.

Organization of the Self-Study Report

The self-study document is the primary resource used by review committees to complete the second phase of the periodic program review process.

Cover Page

- Unit Information:
 - Unit Name (including degree programs under review)
 - Year Periodic Review Process Started
 - Name of Accreditation Agency and Last Accreditation visit (if applicable)
- Submitted by: Name of appropriate designee(s) (include titles and contact information)
- Submitted to: List the appropriate person(s) the report will be submitted to for approval (Dean/Provost)
- Date Report is Submitted:

Executive Summary

- Brief account of self-study process
- Committee member names and affiliations
- Overview of progress since last Self-Study (attention to last Implementation Plan/ current Annual Progress Reporting)
- Major recommendations and areas of concern

Copy of the Unit Self-Study Report Checklist indicating what pages of the self-study narrative or appendix the items of the checklist are addressed and can be found.

Unit Self-Study Report: This narrative must describe, analyze and synthesize information about the academic department /educational unit and associated degree programs. The report should include the components detailed below. Some documents may be tabled features within the text. Others may be featured as appendices. An electronic version of the report and supporting documentation is required for archival purposes. Please note that the structure of the narrative need not follow the structure of the checklist.

Appendices: The supporting documentation of the narrative. This is the section in which the unit provides additional materials as evidence in support of the narrative (e.g., organizational charts, tables, reports, etc.).

If you need assistance, please contact:
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College of Agriculture, Food and Environment

Educational Unit (including Degree Programs) Self-Study Report Checklist*

This narrative must describe, analyze and synthesize information about the Unit and its departments (as appropriate). The report should include the components detailed below. Some documents may be tabled features within the text. Others may be featured as appendices. An electronic version of the report and supporting documentation is required for archival purposes.

Please note that the structure of the narrative need not follow the structure of the checklist.

Part 1: Academic Department (Educational Unit)

	Academic Department (Educational) Unit Overview	Included (✓, CPE*, SACS- COC*) *Required	Narrative Page(s)	Page Number(s) of appropriate Evidence/ Supporting Documents
1	Provide the department's Mission, Vision, and Goals, and explain how they relate to the university's mission.			
2	Consortial Relations: The SACS accreditation process mandates that we "ensure the quality of educational programs/courses offered through consortial relationships or contractual agreements and that the institution evaluates the consortial relationship and/or agreement against the purpose of the institution." Please list any consortium or contractual relationships your department has with other institutions in Kentucky, as well as the mechanism for evaluating the effectiveness of these relationships.	SACS-COC		
3	Articulate primary departmental/unit strategic initiatives for the past 3 years and the department's progress towards achieving the university and college/school initiatives (be sure to reference <u>Unit Strategic Plan</u> , <u>Annual Progress Report</u> , and most recent <u>Implementation Plan</u>)			
4	Department benchmarking activities: Provide a summary of benchmarking activities, including institutions benchmarked against and comparison results tracked against: <ul style="list-style-type: none"> • Promotion and tenure expectations • Annual evaluation expectations • Faculty mentoring expectations • Budget • Number of faculty 			
Department Faculty and Research Support				
5	Describe primary faculty contributions to the 3-4 strongest research and creative areas in the department.			
6	Describe primary faculty contribution to teaching and service at the department level that has enhanced college and university strategic initiatives.			
7	Describe the attrition (cumulative number not tenured, resigned, retired, or other) of the program faculty over the past three years. Discuss the expected effect on program(s) under review and other issues related to ability to retain qualified faculty (5 year review). Including a table is recommended.			

8	List current number of unfilled lines and discuss current actions or plans to fill lines. Include descriptions of start-up packages.			
9	List current number of unfilled lines and discuss current actions or plans to fill lines. Include general descriptions of start-up packages.			
10	Department level GTA and GRA information: List the salary range (hourly rate or semester half-time contract) for GTAs and GRAs and estimate the number on fellowships for the current or most recent fall semester.			
11	Describe the reasons students reject fellowships or assistantships offered from the university, college, or department.			
12	Number of postdoctoral fellows and scholars, graduate research and teaching assistantships for each of the last 5 years	CPE CPE PR User Guide 2/19/14 (Sec. D:2)		
13	Overview of current research program and plans for each of the last 5 years			
14	Number of research FTE faculty for each of the last 5 years			
15	List of grants and contracts for the period of review, including funding amounts from the OSPA Web site for each of the last 5 years	CPE CPE PR User Guide 2/19/14 (Sec. D:2)		
16	Summary of research programs by topic for each of the last 5 years			
17	Fellowships for each of the last 5 years			
18	Faculty and graduate student honors and recognitions for each of the last 5 years	CPE CPE PR User Guide 2/19/14 (Sec. D:2)		
19	Publications (such as books, book chapters, refereed journal articles, non-refereed articles, reviews) for each of the last 5 years			
20	Graduate student publications and presentations for each of the last 5 years	CPE CPE PR User Guide 2/19/14 (Sec. B:2)		
21	Undergraduate research activities, publications, and initiatives (if applicable) for each of the last 5 years	CPE CPE PR User Guide 2/19/14 (Sec. B:2)		
	Documentation of Policies and Procedures Implementation: Identify the educational policies and procedures established through faculty governance and responsible parties for implementation (e.g., admission criteria and procedure, academic performance standards, equivalency credits, course transfers, course substitutions)	Included (✓, CPE*, SACS- COC*) *Required	Narrative Page(s)	Page Number(s) of appropriate Evidence/ Supporting Documents
22	Evidence of adherence to educational policies and procedures established through the faculty governance process, including consistency in applying policies related to grading, probation, admissions, termination	SACS-COC		
23	Evidence of consistent review and monitoring of course substitution, course equivalency credits, course transfers toward degree completion, and vetting of exceptions, degree requirements, drop, fail and withdraw (DEW) rates	SACS-COC		
24	Evidence of adherence to unit procedures on faculty personnel actions (e.g., appointment, promotion and tenure)			

	and budget request preparation			
25	Evidence of course scheduling and teaching assignment			
26	Evaluation of course grade distribution by level and discussion of strategies to monitor grade deflation/inflation			
27	Dissemination and transparency of all the above			
Part 2: Degree Program(s) COMPLETE FOR EACH DEGREE PROGRAM (as applicable) i.e., one for Bachelor's, Master's, and Doctoral				
Academic (Degree) Program Description		<i>Included (✓, CPE*, SACS-COC*)</i> <i>*Required</i>	<i>Narrative Page(s)</i>	<i>Page Number(s) of Appropriate Evidence/ Supporting Documents</i>
28	Centrality to the institution's mission and consistency with state's goals: A program should adhere to the role and scope of the institution as set forth in its mission statement and as complemented by the institution's strategic plan. There should be a clear connection between the program and the institution's, college, department missions and the state goals (where applicable). Focus on each of the following: <ul style="list-style-type: none"> Consistency with UK mission and priorities How the program contributes to CPE--Stronger by Degrees How the program aligns with the CPE statewide strategic implementation plan (Stronger by Degrees) 	CPE <i>CPE PR User Guide 2/19/14 (Sec. A:1, 2, 3)</i>		
29	Primary strategic initiatives for the past 5 years and the program's progress towards achieving the university and college/school initiatives (be sure to reference Unit Strategic Plan , Annual Progress Report , and most recent Implementation Plan , as applicable)			
Program Demand/Unnecessary Duplication				
30	Number of students enrolled, number of graduates, and credit hour production for each of the last 5 years, including summer, fall, and spring. Credit hour production refers to the number of credit hours produced by program faculty.	CPE <i>CPE PR User Guide 2/19/14 (Sec. C: 1)</i>		
31	Number of degrees conferred for each of the last 5 years. Number of enrollees and degrees conferred includes totals from summer, fall, and spring semesters.	CPE <i>CPE PR User Guide 2/19/14 (Sec. C: 1)</i>		
32	Explanation of pursuit of collaborative opportunities with similar programs at other Kentucky institutions and how collaboration will increase effectiveness and efficiency			
33	Program history and background/organizational structure: Critical events/background information which will help in understanding the program currently.			
34	Program uniqueness: Unique components, distinctive innovations; is the program a response to changes in the discipline or other academic necessities? How is this program different from similar programs at other Kentucky institutions? Is access to other institutions limited?	CPE <i>CPE PR User Guide 2/19/14 (Sec. C: 2)</i>		
35	Describe how the program is administered (e.g., is there a program coordinator and/or program committee? What is their role or function? How do they operate? How are appeals			

	handled? Etc.)			
36	Describe the recruitment and development plan for the program (include attention to faculty, staff, and students)			
37	Program delivery: Review of distance learning course offerings, services and outcomes to ensure compliance with best practices, SACS policies, federal rules, and University Senate and college curriculum committees. Describe flexibility of program delivery: Classes available at convenient times and in convenient formats for non-traditional students, etc.	SACS-COC and CPE		
38	Program Contributions to undergraduate general education or UK General Education Core			
	Program Quality and Student Success: The curriculum should be structured to meet the stated objectives and student learning outcomes of the program.	Included (✓, CPE*, SACS-COC*) *Required	Narrative Page(s)	Page Number(s) of appropriate Evidence/ Supporting Documents
39	Student Learning Outcomes Assessment <ul style="list-style-type: none"> Evidence of attainment of student learning outcomes for all program delivery methods, as applicable (e.g., traditional, online, distance education, etc.) Current program assessment of student learning outcomes for undergraduate and graduate programs Current program assessment mapping for student learning outcomes for undergraduate programs Evaluation of students' post-graduate success 	CPE CPE PR User Guide 2/19/14 (Sec. B:1)		
40	Assessment Results reports and findings for improvement (include evidence) for each of the last 5 years	CPE CPE PR User Guide 2/19/14 (Sec. B:1)		
41	External awards or other recognition of the students, faculty, and/or program for each of the last 5 years	CPE CPE PR User Guide 2/19/14 (Sec. B:2)		
42	Average time and credits to degree for each of the last 5 years	CPE CPE PR User Guide 2/19/14 (Sec. B:3)		
43	Employer satisfaction with graduates as measured by surveys and/or alumni satisfaction for each of the last 5 years	CPE CPE PR User Guide 2/19/14 (Sec. B:4a, 4b)		
44	Job placement (undergraduate and graduate) or graduate admission for each of the last 5 years	CPE CPE PR User Guide 2/19/14 (Sec. B:5a, 5c)		
45	Pass rates on licensure/certification (if applicable) for each of the last 5 years	CPE CPE PR User Guide 2/19/14 (Sec. B:6)		
46	Describe processes used to ensure currency of curriculum (industry advisory boards, pass rates on licensure, standardized tests, etc.)			
47	Describe quality of orientation, advising, other student services/developmental programs, effectiveness of advising, innovations in advising and efforts to improve			
48	Program qualifications/standards for incoming students, program admission			

	Program Resources	Included (✓, CPE*, SACS-COC*) *Required	Narrative Page(s)	Page Number(s) of appropriate Evidence/ Supporting Documents
49	<p>Cost and Funding of Program: The resource requirements and planned resources of funding of the program must be detailed in order to assess the adequacy of the resources to support a quality program.</p> <ul style="list-style-type: none"> • Student credit hour per instructional faculty FTE for the past 5 years • <u>Include Institution’s definition of Instructional FTE:</u> Student credit hour per instructional FTE is defined as credit hours taught by program faculty in a unit, department, or discipline, divided by the number of instructional FTE (as defined by the institution) of those program faculty. • Budget summary information (including extramural funding) and adequacy 	CPE CPE PR User Guide 2/19/14 (Sec. D:1)		
50	Facilities summary information and adequacy			
51	Equipment (including IT capacity) summary information and adequacy			
52	Personnel summary information and adequacy (including faculty and staff numbers, salaries, demographics)			
53	Support from other university units (college, research, administration, office of engagement, human resources)			
54	Support from development and alumni affairs			
	Input from Affected Constituents (e.g., surveys, focus groups, interviews, etc.) Information to be gathered from accreditation visit/external reviewers and progress updates since last program review (append external review comments for accredited reviews).	Included (✓, CPE*, SACS-COC*) *Required	Narrative Page(s)	Page Number(s) of appropriate Evidence/ Supporting Documents
55	Evaluation data from faculty for each of the last 5 years			
56	Evaluation data from staff for each of the last 5 years			
57	Evaluation data from students for each of the last 5 years			
	Evidence of Program Quality and Productivity	Included (✓, CPE*, SACS-COC*) *Required	Narrative Page(s)	Page Number(s) of appropriate Evidence/ Supporting Documents
58	Operations: Quality of faculty and staff communications and interactions, such as awards/recognitions, opportunities for input, unit meeting schedule, unit retreat schedule, opportunities for faculty and staff to interact			
59	<p>Instruction: Overview of current instructional program(s) and plans; describe measures of teaching effectiveness and efforts to improve (e.g., faculty development initiatives for instruction, teacher mentor programs)</p> <ul style="list-style-type: none"> • Class sizes and faculty nucleus for program instruction 			

	<ul style="list-style-type: none"> • Instructional equipment • Faculty credentialing to support core/elective course offerings • Internships, independent study, experiential education, co-curricular student activities • Education abroad 			
	Service, Extension and Non-Extension Programs	Included (✓, CPE*, SACS-COC*) *Required	Narrative Page(s)	Page Number(s) of appropriate Evidence/ Supporting Documents
60	Summary of quantity and quality of outreach and community service. Interrelationship of public service with research and other aspects of the program. Nature and quality of service to the university and discipline.	CPE		
61	Summary of extension programs by topic			
62	Summary of county-level programs			
63	Summary of youth programs			
64	Summary of community-based programs and training			
65	Extension publications and videos			
66	Evidence of public service activities such as congressional testimony, service on boards			
67	Number of FTE extension faculty and extension specialists			
68	Number of clientele served; programs, and training opportunities			
	Other Areas	Included (✓, CPE*, SACS-COC*) *Required	Narrative Page(s)	Page Number(s) of appropriate Evidence/ Supporting Documents
69	Quality Enhancement Plan (Multimodal Communications Across the Discipline): Please indicate program contribution to the goals of the QEP. See http://www.uky.edu/SACS/QEP_themes.html			
70	University Diversity Plan: Please indicate ways in which the program contributes to the university's Diversity Plan. See http://www.uky.edu/DiversityPlan/diversity_plan.html			