Academic Department Periodic Review
Self-Study Guiding Questions

When completing the Self-Study component of the Academic Department Periodic Review, the department is encouraged to explore a variety of questions within each area of the Self-Study template as a means of prompting meaningful discussion and reflection.

Examples of questions the department may wish to consider while preparing its narrative are provided below; however, the department is not required to answer any of these specific questions and is encouraged to identify others that may be equally, if not more important to its review process.

Core Areas

I.   OVERVIEW
   a.   College/Department/Program Mission, Vision, and Goals
   - Does the department have its own mission, vision, and goals? Does it have separate mission, vision, and goals for any of its individual programs?
   - If available, how do the mission, vision, and goals align between the department, college, and University?
   - Are college and any department and program-specific mission, vision, and goals current and reflective of the department's identity, priorities, and trends in the discipline?

   b.   Summary of Most Recent Periodic Review
   - What were the primary recommendations made during the last periodic review?
   - What key changes have occurred based on the last periodic review? Were there any action items that could not be accomplished?

   c.   Self-Study Process
   - Who provided leadership and how were multiple stakeholder perspectives incorporated within the Self-Study?
   - What steps were involved in preparing the Self-Study and what was the timeline?
   - Were there any data or other sources of evidence the department could not obtain but would have liked to include?

II.   CERTIFICATE AND DEGREE PROGRAMS
   a.   Student and Employer Demand
   - Have the number of applications and/or enrollments changed over time? How do they compare to similar programs at peer institutions?
   - If any programs have seen a significant increase or decrease, to what does the department attribute this change?
   - Has the department changed its recruitment strategy to increase total enrollment or attract more diverse students?
   - Has there been any shift in the job market for program graduates? What about the types of skills sought by employers?

b. Composition of Student Enrollment and Recent Graduates
- How would you characterize the types of students enrolled in each program, and is there any evidence for increased diversity?
- What is the level of preparedness of entering students, and has it changed since the last review?
- If a large or increasing number of entering students are underprepared, how does the department support their success?

c. Curriculum Development
- How are prerequisites structured?
- Do the prerequisites, course sequencing, and course availability present consist challenges to students' on-time graduation?
- How is each program's curriculum reviewed to ensure concepts, topics, and learning outcomes are integrated throughout and taught with increasing rigor?
- What changes have been made to program curricula since the last review and why?
- Has the department implemented any high-impact practices?
- How do program curricula compare to those for similar programs at peer institutions?
- Have changes occurred within the discipline that might require curricular revision?

d. Student Success Measures and Outcomes
- How do student retention and graduation rates compare to similar programs at UK? Have there been any changes since the last review?
- How does the department track job or graduate program placement rates? Has it taken any steps to obtain additional data?
- Does the department conduct alumni or employer focus groups or surveys to evaluate the success of graduates?
- What is the time to degree for full-time students?
- What other measures of student success are monitored by the department?
- How do faculty, staff, and students contribute to student success outside of the classroom?
- What specific issues or concerns have students raised as barriers to their success?

e. Delivery of Instruction
- How are part-time faculty and/or graduate teaching assistants used to support the instruction of each program?
- To what extent are courses in each program delivered through distance learning?
- How does the proportion of full-time faculty providing instruction compare across the different course and program offerings and modes of instruction?
- What pedagogical innovations has the department made since the last review? What prompted these changes?

f. Learning Outcomes Assessment
- Does the department have a student learning outcomes (SLO) assessment plan for each program? When was each plan last updated?
- Are there noticeable trends in student performance regarding the SLOs for each program?
- What changes have been made to each program based on SLO results?

- If a program consistently indicates "no changes needed" based on SLO results, what steps will be taken to revise the assessment plan and generate actionable data in the future?

g. Student Teaching and/or Research Assistantships and Fellowships
- What percentage of graduate students receive fellowships, teaching assistantships, graduate assistantships, and research assistantships?
- How stable are the funding sources used to support assistantships in the department?

III. FACULTY AND STAFF
a. Faculty Composition and b. Staff Composition
- How do faculty and staff demographics compare with other departments or the University as a whole?
- What types of staff positions does the department have?
- What has been the extent of faculty and staff turnover since the last review? Has the department identified any trends in the source(s) contributing to turnover?

c. Faculty and Staff Deployment
- What is the allocation of full-time faculty effort towards teaching, research, and service? What is the average teaching load?
- How frequently do faculty in the department receive overloads?
- How do staff support the mission of the department?
- How does the department assess faculty and staff workload?

d. Faculty and Staff Success
- What is the rate of faculty success in achieving promotion and tenure? How does it compare with other departments at the University?
- How does the department support faculty and staff success through mentoring and development?
- Have faculty and/or staff received any honors and awards since the last review? For example, UK teaching awards, service or research awards from professional organizations, etc.

IV. RESEARCH
a. Areas of Research Emphasis
- What areas of research are a focus for the department?
- Are there new and emerging research areas the department plans to dedicate resources towards in the future?

b. Research Productivity
- How does the department define and measure research/scholarly productivity?
- How does the research productivity of faculty compare to similar departments on campus or at benchmark institutions?
- Does the department track research productivity for its students? Staff?
- Does the department collaborate in research with other departments, colleges, or institutions?

V.   SERVICE, EXTENSION, AND OUTREACH

- What is the extent of faculty, staff, and student participation in each type of service and how is it tracked? Are other means used to assess the department's service contributions?
- Are students required to engage in service as part of their degree requirements?
- Does the department sponsor any service-oriented student organizations?
- Has the department implemented any innovative service practices since the last review?
- Have faculty, staff, or students received service awards?

VI.   DIVERSITY, INCLUSIVITY, AND CIVILITY

a.   Diversity and Inclusivity

- How does the department incorporate diversity and inclusivity within its recruitment practices of faculty, staff, and students?
- How does the department seek to foster a culture of inclusivity?
- How does the department support the success of diverse faculty, staff, and students?
- Does the department make an effort to incorporate perspectives of diverse individuals within committees and other decision-making groups?

b.   Civility

- Has the department or college conducted a climate survey or other means of examining the civility between faculty, staff, and students?
- Have any changes been made to the department's decision-making and other processes to encourage civility?

c.   Stakeholder Engagement

- Does the department incorporate the perspectives of non-faculty constituent groups (e.g. alumni, students, staff, employers, advisory boards) when making decisions? How so?
- Do non-faculty constituent groups play an active role in evaluating and/or recommending improvements to the program(s)?

Focus Areas

VII. ADMINISTRATION AND GOVERNANCE

a.   Administrative Structure and Effectiveness

- What is the administrative structure in the department?
- How well does the administrative structure in the department appear to be working?
- Are additional administrative appointments or committees needed?

b.   Governance-related Policies and Procedures

- Are there policies and procedures that define the membership and responsibilities of departmental committees?

VIII. BUDGET AND FACILITIES

a.   Facilities

- What facilities does the department use? Are any of these managed by the department?
- Have any facilities been constructed or renovated since the last periodic review?

- What is the overall condition and effectiveness of current facilities? What are the strengths and weaknesses?

b. Equipment
- What equipment does the department utilize to support its teaching, research, and service activities? Is any equipment owned/managed by the department?
- Has the department invested in, or gained access to, any new equipment since its last review?

c. Budget
- Have there been any significant changes in the department's budget since the last program review? If so, what factors led to these changes?
- Are there potential cost-savings within the budget that could allow for reallocation of funds to new departmental initiatives or priorities?

Reflection

IX. CHANGES
a. Other Significant Changes Since the Last Review
- Have there been any significant changes that have occurred since the last periodic review and that have not already been discussed within the Self-Study?
- What is the actual or expected impact of these changes?
- For any planned changes from the last periodic review that have not yet been accomplished, does the department intend to continue working towards them?

b. Proposed Changes
- What opportunities for improvement have been identified as part of the Self-Study?
- Are there any potential changes the department has discussed based on the Self-Study? Can these be accomplished with existing resources?