

Self-Study Requirements for Academic Program Review

Approved April 4, 2023

The UCC Program Review process serves three intertwined purposes:

1. To determine the curricular viability of a program or program(s),
2. To satisfy Ohio Department of Higher Education (ODHE) and Higher Learning Commission (HLC) requirements for the accreditation of programs, and
3. To assist academic units in strategic planning.

Program reviews completed in a timely manner ensure that a) the UCC may determine the viability of a program based on current information, and b) the department, college, and university have information for planning and making decisions.

Self-Study Content

The smallest unit of review is a single academic program, including (but not limited to) a degree program (undergraduate and graduate), major, minor, or certificate. However, self-studies are typically submitted for a group of related academic programs offered by a department/school or college rather than a single program. Regardless of the number of programs included in the self-study, content should address all program modalities (e.g., residential, online, etc.) and all locations in which the program is offered (e.g., Athens campus, RHE campuses, e-Campus, etc.). Self-study instructions and criteria are provided in *Appendix A*.

It is the responsibility of the unit offering the program(s) to collect and report information necessary to complete the self-study. Some information may be available through the Office of Institutional Effectiveness & Analytics (IEA). Additional details are provided in *Appendix B*.

Note: Professional accreditation reports may be substituted for the self-study, if the accreditation report was generated within the two academic years prior to the review year. Units must seek the approval of the UCC Program Review Committee (PRC) for the substitution. If an accreditation report includes information beyond the scope of the self-study, extraneous information may need to be removed from the report submitted to PRC. If an accreditation report does not address all self-study requirements, missing information will need to be collected, aggregated, and incorporated into the accreditation report. Programs seeking to substitute accreditation reports for their self-study should meet with the PRC chair before the end of the Spring semester prior to the self-study deadline to determine how accreditation materials will be used.

Self-Study Format

The body of the self-study should be a written narrative with headings and sub-headings reflecting self-study sections and criteria. Although the body of the self-study should be narrative, the use of bullet lists, numbered lists, short tables, figures, or other graphical representations is encouraged.

The narrative section should be followed by appendices that provide reference information for the information provided in the narrative. Typically, appendices provide evidence supporting claims or statements of facts. Appendices should be clearly referenced in the body of the self-study.

Submission Deadline

The deadline for the self-study is **September 15**. Self-studies should be submitted to the Chair of the PRC.

Appendix A: Self-Study Instructions and Criteria

Instructions: Please include all the information requested below in the self-study. The self-study should reflect information ranging from the fall semester following the most recent UCC review to the end of the spring semester immediately prior to self-study submission deadline.

I. Introduction

- A. List the names and codes of each program (e.g., AA110 Associate in Arts – Social Sciences Emphasis) included in the self-study.
- B. List the date of the most recent review for each program.
- C. List the delivery modality or modalities for each program.
- D. List the historical and current student program enrollment in each program.
- E. Describe any significant changes to program structure, modality, or enrollments since the last review.

II. Curriculum

- A. Provide a brief description of each program as it appears in the catalog.
- B. List the program learning outcomes for each program.
- C. Describe the requirements and electives for each program, such as total credit hours, general education requirements, college requirements, degree requirements, program (major, minor, or certificate) requirements, and program (major, minor, or certificate) electives. Using a table, provide the current course requirements and electives in an appendix. A sample is provided in *Table 1*.
- D. List the current and historical average section size for each required and elective courses (excluding general education courses) in each program.
- E. List and describe required and optional high-impact teaching and learning practices¹ for each program.
- F. Describe the intended/ideal program sequence including benchmarks/milestones of student progress for each program.
- G. Describe any significant changes to the curriculum since the last review.

III. Assurance of Learning (Assessment)

Note: The following items refer to the program(s) current assurance of learning using the most recent update from the Assessment Clearinghouse. Please provide the annual updates of the review period to the Assessment Clearinghouse in an appendix.

- A. Describe the assessment policies and procedures used to assess student achievement of learning in each program, including (but not limited to) the policies and practices for collecting, aggregating, and disseminating assessment data and for using assessment data for program improvement.
- B. Describe the overall assessment plan for each program.
- C. List and describe evidence of student learning outcomes for each program learning outcome in each program.
- D. List and describe use of student learning evidence for continuous program improvement for each program.
- E. Describe any significant changes to the assurance of learning since the last review.

IV. Faculty

- A. List the names, titles, and classification of faculty currently responsible for delivering the curriculum (excluding general education requirements) for each program.

¹ Examples of high-impact teaching and learning practices include first-year experiences, capstone courses/projects, collaborative assignments/projects, diversity/global learning, service/community-based learning, research, and writing-intensive courses.

- B. Broadly describe the workload distributions of each of the faculty responsible for delivering the curriculum (excluding general education requirements) for each program. Please note typical expectations for each faculty member (e.g., teaching load, advising, co-curricular advising, research supervision, etc.) that support each program.
- C. Describe how each faculty responsible for delivering the curriculum (excluding general education requirements) for each program meets or exceeds minimum credential requirements². If faculty are required to maintain additional requirements (e.g., licensures, continuing education, RSCA contributions, etc.) to meet minimum credentials, describe the requirement and the system for verifying and reporting credentials.
- D. Describe any significant changes to the faculty since the last review.

V. Student Services

- A. Describe admissions requirements³ for each program. If applicable, highlight differences between the program admission requirements and university-wide admission requirements.
- B. Describe transfer policies⁴ for each program. If applicable, highlight differences between the program transfer policies and university-wide transfer policies.
- C. Describe the student administrative services⁵ (e.g., admissions, financial aid, registration, etc.) available to support each program. If applicable, highlight differences between student administrative services offered by the program and student administrative services offered by the university.
- D. Describe the student academic services⁶ (e.g., career services, counseling, tutoring, accessibility services, etc.) available to support each program. If applicable, highlight differences between student academic services offered by the program and student academic services offered by the university.
- E. Describe any significant changes to student services since the last review.

² Ohio University Policy 18.001 Faculty Credentials and Tested Experience requires minimum qualifications of all faculty/instructional staff teaching courses or developing courses for college credit at OHIO based on Higher Learning Commission's (HLC) Determining Qualified Faculty Guidelines on Faculty Qualifications. As pertains to the HLC Assumed Practices B.2 Faculty Roles and Qualifications, qualified faculty members are identified by academic credentials or equivalent/tested experience.

³ If admissions requirements are the same as university requirements, simply state, "Admissions requirements are the same as university requirements."

⁴ OHIO undergraduate admissions recognize and accept several kinds of transferable credit, including college level courses taken at a regionally accredited institution; exams such as AP, IB, CLEP, A-Level, PLTW, and ECE; completing specified high school technical programs; courses taken while enlisted in the armed force; credit based on prior life experiences. In certain instances, OT36 approved courses may transfer as category-to-category rather than course-to-course. If transfer policies are the same as university policies, simply state, "Transfer policies are the same as university policies."

⁵ Ohio University provides student administrative services centrally through several offices, including (but not limited to) the Ohio University's Office of Admissions, Office of the Registrar, Office of Office of Student Financial Aid and Scholarships, and Office of the Bursar. If administrative services are the same as the university services, simply state, "Administrative student services are the same as the university services."

⁶ Ohio University provides student academic services centrally through several offices, including (but not limited to) the Ohio University's Allen Advising, Academic Achievement Center, Center for Advising, Career, and Experiential Learning (ACEL), Office of First-Year and Student Transitions, Center for Campus and Community Engagement, Office of Accessibility Services, and the Office of International Office of International Student and Scholar Services. If student academic services are the same as the university services, simply state, "Academic student services are the same as the university services."

VI. Student Success

- A. List (and describe, if necessary) current and historical metrics used to measure and evaluate aggregate student success in each program, such as retention rates, graduation rates, time to degree, number of degrees conferrals annually, etc. Please identify any equity gaps by student population.
- B. List and describe policies and procedures to measure or guide individual student success in each program, such as graduation plans, interventions, remediation plans, emerging funding, supplemental instruction, etc.
- C. List current and historical metrics used to measure and evaluate aggregate student outcomes for each program, such as employment outcomes, licensure pass rates, etc. Please identify any equity gaps by student population.
- D. Describe any significant changes to student success since the last review.

VII. Resources and Facilities *(optional)*

- A. List and describe program-specific resources (e.g., technology, financial aid, etc.) beyond university-wide resources that are necessary to achieve student learning outcomes for each program.
- B. List and describe program-specific facilities (e.g., classrooms, laboratories, etc.) beyond university-wide resources that are necessary to achieve student learning outcomes for each program.

VIII. Program Development / Improvement

- A. List and describe short-term (less than one year) action plan(s) for program development/improvement for each program. Please identify role(s) responsible for managing and implementing short-term action plan(s).
- B. List and describe long-term (1-3 years) action plan(s) for program development/improvement for each program. Please identify role(s) responsible for managing and implementing long-term action plan(s).

Table 1: Program Course Requirements and Electives

General Education	Min Hrs	Note(s)
ENG 1510 Writing and Rhetoric I	3	
<i>Any Foundations: Intercultural Explorations course</i>	2	
<i>Any Pillar: Natural Science course</i>	3	
<i>Any Pillar: Humanities: Texts and Contexts course</i>	3	
<i>Any Pillar: Humanities: Arts course</i>	3	
<i>Any Arch: Constructed World course</i>	3	
<i>Any Arch: Natural World course</i>	3	
<i>Any Arch: Connected World course</i>	3	
<i>Any Bridge: Speaking & Listening course</i>	1	
Pre-Major Requirements		
MATH 1060 or 1200 or 1500 or 1350*	3	<i>Foundations: Quantitative Reasoning</i>
ACCT 1010 (or ATCH 1030)	3	
ACCT 1020 (or ATCH 1040)	3	
ECON 1030 (or ECON 1000)	3	
BA 1500	3	<i>Foundations: Advanced Writing</i>
QBA 1721 (or QBA 2720)	3	
MGT 2000 (or BMT 1100 or MGT 2100)	3	
MKT 2020 (or BMT 1400 or MKT 2400)	3	
BMT 2000	3	
BUSL 2000 or 2550	3	
Major Requirements: Business Core		
SAM 3000 Managing Systems and Projects	3	
SAM 3010 Managing Processes and Supply Chains	3	
SAM 3020 Consumer Marketing	3	
SAM 3050 Supervision Management	3	
SAM 3100 Financial Management	3	
SAM 4700 Managing Strategically	3	
SAM 3030 Intro to BSB and Career Development	1	
SAM 3640 Cultural Intelligence in Business	1	<i>Bridge: Diversity & Practice</i>
SAM 3900 Topics in Business Ethics	1	<i>Bridge: Ethics & Reasoning</i>
SAM 3905 Internship and Career Preparation	1	
SAM 3910 Internship	1	<i>Bridge: Learning & Doing</i>
Major Electives (select one)		
Complete one approved minor or certificate	15	Approved Options: Marketing Minor, Human Resource Management Certificate, Supply Chain Management Certificate, or Technical Project Management Certificate

Appendix B: Support from the Institutional Effectiveness and Analytics (IEA)

Institutional Effectiveness and Analytics (IEA), formerly Institutional Research & Effectiveness, can provide some data support for programs completing a self-study through the Academic Review Process. There are five distinct sources of support that IEA provides to departments, schools or programs completing their self-studies:

1. Academic Program Review OBIEE Reports
2. IEA Website Sources
3. Analytics & Decision Support (ADS)
4. Assessment Clearinghouse
5. OHIO Outcomes

For detailed information about the data support that IEA provides specifically for the Academic Program Review Self-Study process, please see [IEA Support of the Academic Program Review Self-Study](#).

Staff Support

While our data sources are designed to be self-service, IEA also offers staff support for the Academic Program Review Self-Study process. Whether you have questions about any of our data sources or need assistance using one of the IEA OBIEE reports, please reach out to Joni Wadley, Senior Director for Institutional Effectiveness by email or Microsoft Teams at schallej@ohio.edu or by phone at (740) 593-1054.

IEA Data Orientation

In addition, IEA offers one-on-one data orientation sessions specific to the Academic Program Review Self-Study process to help one person from each program become familiar with our data sources, learn how and where to access them, and manipulate data within OBIEE. These sessions can be scheduled anytime from April to September prior to the self-study deadline, but to ensure enough time for all programs to have the opportunity to participate, we need the programs to identify one person to Joni Wadley by **April 15**. Once this person is identified, Joni will work with that person to schedule their session at their convenience.