

University of Kentucky Periodic Review Self-Study Report Checklist*

College Checklist (includes Graduate School & Libraries)

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 report 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 (with help as needed from the Office of Planning and Institutional Effectiveness)

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. The Unit self-study report should be organized as follows:

I. Cover Page

- Unit Information:
 - Unit Name (including degree programs under review)
 - Year Periodic Review Process Started
 - Name of Accreditation Agency & 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:

II. 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.

III. Executive Summary provides a brief overview of the unit, the self-study process, committee members and affiliations, progress since last self-study, and proposed recommendations informed by the unit self-study report.

V. Unit Self-Study Report & Appendices: The report describes, analyzes and synthesizes information about the unit.. The appendices provide additional documentation (e.g., organizational charts, tables, reports, etc.). An electronic version of the report and supporting documentation is required for archival purposes; however, please note: UKIT's Security Management has determined that Google Docs, Google Drive, Microsoft 365, and OneDrive are FERPA compliant. DropBox is NOT currently FERPA compliant.

2016-2017 College Self-Study Checklist

(Last update: 7/14/16)

College Self-Study Report Narrative (30-50 pp.)

The structure of the narrative need not follow the structure of the checklist.

The self-study document is the primary resource used by review committees to complete the external review phase of the periodic review process. This narrative report must describe, analyze and synthesize information about the College. The report should include the components detailed below. Some documents may be tabled features within the text. Others may be featured as appendices-- This is the supporting documentation section in which the College provides additional evidence in support of the narrative (e.g., organizational charts, tables, reports, etc.). An electronic version of the report and supporting documentation is required for archival purposes.

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I. Executive Summary	Narrative Page(s)** ** Note Not Applicable as (NA)	Page Number(s) of appropriate Evidence/ Supporting Documents
A. Brief overview of College		
B. Brief account of self-study process		
C. Committee member names and affiliations		
D. Overview of progress since last self-study (attention to last Implementation Plan/current Annual Progress Reports)		
E. Analysis of strengths and recommendations for quality enhancements (may include areas of concern) informed by the College self-study report.		
F. Provide the College Mission, Vision, and Goals: Describe how the College's mission supports and relates to the University's mission. How often are the goals and mission of the College re-assessed and/or revised?		
G. Provide list of accreditors and accreditation status for the College and each of its accredited programs, be sure to include for letter(s) of accreditation and accretor recommendations, concerns, and areas for improvement		
II. College Overview	Narrative Page(s)** ** Note Not Applicable as (NA)	Page Number(s) of appropriate Evidence/ Supporting Documents
H. Provide a brief historical overview of the College's organizational structure, accreditation (as applicable)in accordance with University governance and administration		
I. 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 College has with other institutions as well as the mechanism for evaluating the effectiveness of these relationship (required by SACS-COC)		

J. Articulate primary College's strategic initiatives for the past 3 years and the College's progress towards achieving the University and State initiatives (be sure to reference <u>College Strategic Plan</u> , <u>Annual Progress Report</u> , and most recent <u>Implementation Plan</u>)		
K. Describe college administration contributions to the 3-4 strongest research and creative areas in the College. Include expectations and/or evaluation criteria divided by faculty status, rank, and title series (as applicable)		
L. Describe the attrition (cumulative number not tenured, resigned, retired, or other) of the College faculty over the past 3- 5 years . Discuss expected effect on College-level program(s) and other issues related to ability to retain qualified faculty (3- 5 year review). Recommend including a table.		
M. Describe College administration contribution to teaching and service at the College level that has enhanced university strategic initiatives. Include expectations and/or evaluation criteria divided by faculty status, rank, and title series (as applicable)		
N. Provide Fellowships, GTA and GRA Information: List the salary range (hourly rate or semester half-time contract) for GTAs and GRAs and estimate the number on fellowship for the current or most recent Fall Semester.		
O. Describe the reasons students reject fellowships or assistantship offered from the university, College, or departments (as appropriate).		
III. Documentation of Implementation of Policies & Procedures: Identify the educational policies and procedures established through faculty governance and responsible parties for implementation	Narrative Page(s)** ** Note Not Applicable as (NA)	Page Number(s) of appropriate Evidence/ Supporting Documents
P. Evidence of adherence to educational policies and procedures established through the faculty governance process, in relation to University policy and procedures, specific to: <ul style="list-style-type: none"> a. consistent review and monitoring of course substitution, course equivalency credits, course transfers toward degree completion, and vetting of exceptions of degree requirements; b. procedures on faculty personnel actions (e.g. appointment, promotion and tenuring) and budget request preparation; c. evaluation criteria for research and/or scholarly activity in accordance with faculty status, rank, and title series (as applicable); and d. course scheduling and teaching assignment <i>(required by SACS-COC)</i> 		
Q. Evidence of evaluation of course grade distribution by level and discussion of strategies to monitor grade deflation/inflation include DEW rates.		
R. Dissemination and transparency of all the above		
IV. Evaluation of College Quality & Productivity	Narrative Page(s)** ** Note Not Applicable as (NA)	Page Number(s) of appropriate Evidence/ Supporting Documents
S. College Benchmarking Activities: Summary of benchmarking activities; include institutions/colleges benchmarked against and comparison results tracked against: <ul style="list-style-type: none"> • promotion and tenure expectations • annual evaluation expectation • faculty mentoring expectations • budget 		

<ul style="list-style-type: none"> • number of faculty, staff, administration 		
<p>T. Operations: Quality of faculty & staff communications and interactions, such as awards/recognitions, opportunities for input, College meeting schedule, College retreat schedule, opportunities for faculty and staff to interact--include documented evidence.</p> <ul style="list-style-type: none"> • List current number of unfilled lines and discuss current actions or plans to fill line. Include description of “start-up” packages. • Describe any events that bring together faculty, staff, and students. • Describe types and frequency of forums available for faculty, students and staff to discuss issues of mutual concern. 		
<p>U. 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; effort to ensure teaching effectiveness of full- and part-time staff).</p> <ul style="list-style-type: none"> • Class sizes and faculty nucleus for program instruction • Instructional Equipment • Faculty credentialing • Co-curricular opportunities <p>➤ Brief Description of non-credit bearing courses/programs (e.g., continuing education programs) under College oversight. Include the following:</p> <ul style="list-style-type: none"> ▪ State all learning outcomes of the program ▪ Mapping of course outcomes to Program/Unit goals/objectives ▪ Evidence of attainment of student learning outcomes for all program delivery, as applicable (e.g., traditional, online, distance education, etc.) ▪ Explain how assessment results have been used to make improvements to the program <p>➤ Overview of Degree Programs (e.g., bachelor, master, doctoral, certificate) under the administrative oversight of the College <u>and not</u> an educational unit/academic department: Complete Part 2 of the “2016-2017 Educational Unit/Academic Department Self-study Report Checklist”</p>		
<p>V. Describe the resources provided to meet the College’s research purpose/mission/goals including</p> <ul style="list-style-type: none"> • Financial support • Support related to writing and administering grants • Access to facilities and equipment • Faculty/administrative development opportunities • Protected time dedicated to research for faculty 		
<p>W. College Research Activities & Initiatives</p> <ul style="list-style-type: none"> • Number of research FTE faculty • Number of postdoctoral fellows and scholars, graduate research and teaching assistantships • List of grants and contracts for the period of review, including funding amounts (OSPA) • Summary of research programs by topic • Fellowships • Honors & Recognitions • Graduate student publications and presentations • Undergraduate Research Activities & Initiatives (if applicable) 		

V. 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)	Narrative Page(s)** ** Note Not Applicable as (NA)	Page Number(s) of appropriate Evidence/ Supporting Documents
X. Quality of collegial environment (include climate for equity and diversity)		
Y. Evaluation data from faculty		
Z. Evaluation data from staff		
AA. Evaluation data from students		
BB. Evaluation data from 'other' as appropriate (e.g., alumni, community members, etc.)		
CC. Evaluation data from faculty		
VI. College Resources: Evidence that the financial resources must be sufficient to support the College's state purpose/ mission, goals and objectives	Narrative Page(s)** ** Note Not Applicable as (NA)	Page Number(s) of appropriate Evidence/ Supporting Documents
DD. Cost and Funding: The resource requirements and planned resources of program funding must be detailed in order to assess the adequacy of the resources to support quality programs. Response includes attention to: <ul style="list-style-type: none"> • Student credit hour per instructional faculty FTE • Describe the process utilized to develop the budget (time frame, individual's involved, final decision making.) • Budget summary information (including extramural funding) and adequacy • Extent to which budget is derived from enrollment and the consequences of changes in enrollment • opportunity for units to present its recommendations on budgeting matters to University administration • Complete Budget Addendum form for Degree Programs/Educational Initiatives discussed in section IV. 		
EE. Facilities summary information and adequacy related to teaching, research, and service activities (include evaluation procedures)		
FF. Equipment (including IT capacity) summary information and adequacy-- long-range plan for maintaining, replacing and adding equipment.		
GG. Personnel summary information and adequacy (including faculty and staff numbers, salaries, demographics)--include discussion of whether there is sufficient number of full-time faculty and staff to meet the educational goals and mission of the college. Consider the size of the student population and expectations for research and service in this explanation; be sure to identify the academic, and career counseling staff.		
HH. Support from other university units (unit, research administration, office of engagement, human resources, information technology,		
II. Personnel summary information and adequacy (including faculty and staff numbers, salaries, demographics)--include discussion of whether there is sufficient number of full-time faculty and staff to meet the educational goals and mission of the college. Consider the size of the student population and expectations for research and service in this explanation; be sure to identify the academic, and career counseling staff.		

VII. Service, Extension and Non Extension Programs: Quantity and quality of outreach and community service; Interrelationship of public service with research and other aspects of the College; Nature and quality of service to the university and discipline;	Narrative Page(s)** ** Note Not Applicable as (NA)	Page Number(s) of appropriate Evidence/ Supporting Documents
JJ. Summary of Quantity and quality of outreach and community service; Interrelationship of public service with research and other aspects of the College; Nature and quality of service to the university		
KK. Summary of extension programs by topic		
LL. Summary of county-level programs		
MM. Summary of youth programs		
NN. Summary of community-based programs and training		
OO. Extension publications and videos		
PP. Evidence of public service activities such as congressional testimony service on boards		
QQ. Number of FTE extension faculty and extension specialists		
RR. Description and evaluation of outreach, service, and engagement activities		
SS. Number of clientele served; programs and training opportunities		
VIII. Other Areas: Institutional Impact	Narrative Page(s)** ** Note Not Applicable as (NA)	Page Number(s) of appropriate Evidence/ Supporting Documents
TT. Beginning with the 2013-2014 Cycle: Quality Enhancement Plan (Multimodal Communications Across the Discipline): Please indicate College contribution to the goals of the QEP.		
UU. Attention to University's Carnegie Report on Community Engagement, specific to developing new and enhancing existing university-community partnerships among students, faculty, staff, and community members and organizations;		
VV. University Diversity Plan: Please indicate ways in which the program contributes to the University's Diversity Plan <ul style="list-style-type: none"> • Articulate the policies in place to attract and retain students, faculty, and staff of diverse backgrounds • Describe goals, programs, policies, and procedures which address the dimension of diversity, including structure, curriculum, and institutional climate 		

*Self-Study Checklist adapted and modified by University Provost taskforce, from the following institutional websites/resources and state council:

Current University of Kentucky Program Review "Self-Study Checklist for Educational Units"

Draft of KY Council on Postsecondary Education (CPE) Program Review User Guide 11-2-11.

University of Central Florida Academic Program Review Process, Graduate and Undergraduate Self-Study Documents: <http://www.vpaa.ucf.edu/programReview.php>

University of Tennessee, 2007-2008 Office of the Provost, *Academic Program Review* : <http://provost.utk.edu/docs/programreviews/ProgramReviews.pdf>

Texas A & M University: 2008 Guidelines for Academic Program Review: <http://ogs.tamu.edu/faculty/program-review-self-study/APRGdlns-Oct08WEBVersion.pdf>

Budget Addendum form for Educational Programs/Initiatives (based on Section IV. U “Evaluation of College Quality & Productivity): Estimate the level of new and existing resources that will be required to implement and sustain the educational program using the spreadsheet below. (For questions about cost and funding of the program, please contact your department chair, business officer, or associate dean for academic affairs (Budget Template based on 2015 CPE Budget Template for New Degree Programs).

Funding Sources, by Year of Program (Please answer in terms of dollar amounts):

Total Resources Available from Federal Sources (Federal sources include grants, earmarks, etc.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New					
Total for ALL Existing Programs/Educational Initiatives					
Narrative Explanation/Justification (as applicable) <i>100 word limit</i> (full description will be included in the unit self-study):					
Total Resources Available from Other Non-State Sources (Non-state sources include philanthropies, foundations, individual donors, etc.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New					
Total for ALL Existing Programs/Educational Initiatives					
Narrative Explanation/Justification (as applicable) <i>100 word limit</i> (full description will be included in the unit self-study):					
State Resources (State sources include general fund revenue, grants, pass-thru funds, etc.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New					
Total for ALL Existing Programs/Educational Initiatives					
Narrative Explanation/Justification (as applicable) <i>100 word limit</i> (full description will be included in the unit self-study):					
Internal (The source and process of allocation and reallocation should be detailed, including an analysis of the impact of the reduction on existing programs and/or organization units)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New Allocated Resources					
Total for all (Existing) Reallocated Resources					
Narrative Explanation/Justification (as applicable) <i>100 word limit</i> (full description will be included in the unit self-study):					
Student Tuition (Describe the impact of this program on enrollment, tuition, and fees.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New					
Total for ALL Existing Programs/Educational Initiatives					
Narrative Explanation/Justification (as applicable) <i>100 word limit</i> (full description will be included in the unit self-study):					
<u>Total Funding Sources</u>	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New					
Existing					
Total Funding Sources:					

Breakdown of Budget Expenses/Requirements:

Staff: Executive, Administrative & Managerial (Include salaries and whether new hires will be part-time or full-time)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New					
Total for ALL Existing Programs/Educational Initiatives					
Narrative Explanation/Justification (as applicable) 100 word limit (full description will be included in the unit self-study):					

Other Professional (Include salaries)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New					
Total for ALL Existing Programs/Educational Initiatives					
Narrative Explanation/Justification (as applicable) 100 word limit (full description will be included in the unit self-study):					

Faculty (Include salaries and whether new hires will be part-time or full-time)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New					
Total for ALL Existing Programs/Educational Initiatives					
Narrative Explanation/Justification (as applicable) 100 word limit (full description will be included in the unit self-study):					

Graduate Assistants (if master's or doctorate) (Identify the number of assistantships/stipends that will be provided AND Include the level of support for each assistantship/stipend.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New					
Total for ALL Existing Programs/Educational Initiatives					
Narrative Explanation/Justification (as applicable) 100 word limit (full description will be included in the unit self-study):					

Student Employees (Include salaries/stipends)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New					
Total for ALL Existing Programs/Educational Initiatives					
Narrative Explanation/Justification (as applicable) 100 word limit (full description will be included in the unit self-study):					

Breakdown of Budget Expenses/Requirements continued:

Equipment and Instructional Materials	1st Year	2nd Year	3rd Year	4th Year	5th Year
New					
Total for ALL Existing Programs/Educational Initiatives					
Narrative Explanation/Justification (as applicable) <i>100 word limit (full description will be included in the unit self-study):</i>					
Library (Includes new journal subscriptions, collections, and electronic access)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New					
Total for ALL Existing Programs/Educational Initiatives					
Narrative Explanation/Justification (as applicable) <i>100 word limit (full description will be included in the unit self-study):</i>					

Contractual Services	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New					
Total for ALL Existing Programs/Educational Initiatives					
Narrative Explanation/Justification (as applicable) <i>100 word limit (full description will be included in the unit self-study):</i>					

Academic and/or Student Services	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New					
Total for ALL Existing Programs/Educational Initiatives					
Narrative Explanation/Justification (as applicable) <i>100 word limit (full description will be included in the unit self-study)::</i>					

Other Support Services	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New					
Total for ALL Existing Programs/Educational Initiatives					
Narrative Explanation/Justification (as applicable) <i>100 word limit (full description will be included in the unit self-study):</i>					

Faculty Development (Includes travel, conference fees, consultants, etc.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New					
Total for ALL Existing Programs/Educational Initiatives					
Narrative Explanation/Justification (as applicable) <i>100 word limit (full description will be included in the unit self-study):</i>					

Breakdown of Budget Expenses/Requirements continued:

Assessment	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New					
Existing					
Narrative Explanation/Justification (as applicable) 100 word limit (full description will be included in the unit self-study):					

Student Space and Equipment (if doctorate)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New					
Total for ALL Existing Programs/Educational Initiatives					
Narrative Explanation/Justification (as applicable) 100 word limit (full description will be included in the unit self-study):					

Faculty Space and Equipment (if doctorate)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New					
Total for ALL Existing Programs/Educational Initiatives					
Narrative Explanation/Justification (as applicable) 100 word limit (full description will be included in the unit self-study):					

Other	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New					
Total for ALL Existing Programs/Educational Initiatives					
Narrative Explanation/Justification (as applicable) 100 word limit (full description will be included in the unit self-study):					

Total Expenses/Requirements	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New					
Total for ALL Existing Programs/Educational Initiatives					
Total Budget Expenses/Requirements:					

Grand Total	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Funding Sources:					
Total Expenses/Requirements:					
Total Net Cost: The net cost may reflect revenue (+) or loss (-)					