Self-Study for Continuous Improvement Template

Department/School/Program
(Dpt/Sch/Prg):

Title of Degree Program(s): __________________________
Degree: __________________________
OSRHE Code: __________________________
CIP: __________________________
Major(s) and Major Code(s): __________________________
(Note: if more than one program within the Dpt/Sch/Prg, provide the program related information above for each.)

Date Submitted: __________________________
Signatures of Dpt/Sch/Prg Chair: __________________________

Approval of College Dean: __________________________

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Introduction
Describe the participation of faculty, students, alumni, students and others in the SSCI process.

C:\Users\tromano\Documents\SSCI Template 2-2-10.doc
I. **Dpt/Sch/Prg Mission and Alignment**

Mission and Alignment seeks to establish the degree to which a Dpt/Sch/Prg and program(s) are aligned with the mission of UCO.

A. **Dpt/Sch/Prg Mission**

Provide the current version of your Dpt/Sch/Prg mission. When was the current mission adopted or changed? What process was used in the development of the mission?

B. **Alignment of Dpt/Sch/Prg and Programs to the Institutional Mission**

Please show how your Dpt/Sch/Prg’s strategic goals align with the Institutional and Academic Affairs and College’s strategic goals for Helping Students Learn. (Please refer to the Academic Affairs long term goals and the College goals when completing this section. College goals can be found in the College strategic plan.)

<table>
<thead>
<tr>
<th>Academic Affairs Goal</th>
<th>College Goal</th>
<th>Department/School Goal</th>
<th>Program Goal</th>
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</tbody>
</table>

C. **Dpt/Sch/Prg and Program Uniqueness**

1. Describe any unique aspects of your program(s) in relation to other programs on your campus which might be perceived as duplicate programs, or programs with significant content overlap, or with which you compete for students.

<table>
<thead>
<tr>
<th>Dpt/Sch/Prg(s)</th>
<th>Subject Matter</th>
<th>Students Served</th>
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<tbody>
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</table>

2. Describe your program(s) in relation to two peers in terms of entrance requirements and graduation requirements and in types of courses required. Please complete a separate chart for each program. Print the peer degree requirement sheets and place them in Appendix D: Peer Program Information.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Admissions Requirements</th>
<th>Graduation Requirements</th>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCO</td>
<td></td>
<td></td>
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</tbody>
</table>
D. Specialized Accreditations

Identify any specialized accreditations held by the Dpt/Sch/Prg. Why did the Dpt/Sch/Prg pursue this (those) accreditation(s)? If available and not pursued, why not?

E. Response to the Recommendations Made in the Previous Review

List recommendations made by external reviewers, internal reviewers, the Provost, and the Dean’s office from the Department’s/School’s last program review and discuss the actions taken by your department based on those recommendations. If additional detail about response to recommendations is provided elsewhere, please specify where.
II. Helping Students Learn

(analysis for each program)

Helping Students Learn addresses the core purpose of UCO—teaching students—and is accordingly the most important section of any Dpt/Sch/Prg analysis. This section focuses on the teaching-learning process, and also addresses how your entire Dpt/Sch/Prg contributes to helping students learn and overall student development. Insert the departments’ most recent assessment report here. Include learning outcomes and assessment results for Core Curriculum courses making sure to identify them as such. Common elements, program objectives, within a program should be identified first, then specific elements for each major under the appropriate major heading.

The department should insert its latest assessment report chart here and organize the elements in the correct order.

After inserting the latest assessment report, please answer the following questions:

Section A

About your assessment of student learning:

1. How do you determine student learning objectives? How do you determine your specific program learning objectives? Who is involved in setting these objectives?

2. Looking at your results for student learning objectives you are reporting in your assessment report, comment on the results you are most proud of and that most concern you.

3. What are your department’s top three priorities for improving student learning?

4. How do you communicate your assessment results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders?

5. Please describe any changes in courses or programs that are a result of assessment activities.

6. How do you help students who are under-prepared become successful?
Section B

About your curriculum effectiveness:

1. After reviewing the course offerings from our peer institutions listed in section I.C.2 above, what, if any, changes might your department consider making in the required curriculum?

2. Discuss the efficiency of your course offerings as pertains to student’s ability to graduate from the program in a four-year period for undergraduate programs and a two-year period for graduate programs. Please reference your department’s course rotation schedule and provide a copy. If it is posted on your department website, you only need to give a web link.

3. What is your department’s strategic plan for utilizing alternative delivery methods such as on-line instruction, correspondence course work, downtown consortium, weekend, hybrid, intersession and block course offerings?

4. What strategies/programs does your department utilize to help students be successful in any core curriculum courses your department offers?

5. How does your department communicate to students what skills and knowledge they will need to be successful in specific courses in your major and in your programs in general?

6. How do you determine and document effective teaching and learning? How are these expectations communicated to full-time and part-time faculty and staff?

7. How do you monitor the currency and effectiveness of your curriculum? What process is in place for changing or discontinuing programs and courses?

Other:

1. Referring to Appendix A, Section B discuss trends in your number of majors and program completions and any possible impact these trends will have on your program in the coming five years. What plans does your department have to increase numbers of majors or to manage the current number of majors, or to decrease numbers of majors? Please base your plans on the resources the department currently has.

2. Referring to Appendix A, Section E discuss the costs associated with your programs. What is there about the program that might cause it to deviate significantly from the average cost per student FTE of the College? What is the impact of Core Curriculum courses on your cost per student FTE?
III. Accomplishing Other Distinctive Objectives

Accomplishing Other Distinctive Objectives addresses the processes that contribute to the achievement of your Department’s/School’s major objectives that complement student learning and fulfill other portions of your mission. Accomplishing Other Distinctive Objectives may include professional development objectives, strategic goals of centers or institutes, non-credit teaching activities, student advisement activities, activities of endowed positions, fundraising goals, support of student organizations, or any other activities outside the classroom to which the Dpt/Sch/Prg commits substantial resources, energy, and attention.

Insert the Other Distinctive Objectives section from your department’s 5 year strategic report here.

1. How do your student focused objectives support your learning objectives that are stated in Helping Students Learn section?

2. How do you determine your Other Distinctive Objectives? Who is involved in setting these objectives?

3. How did you measure whether each objective was met? How was assessment feedback used to add, delete or change objectives?

4. What distinctive objectives were most successful in helping students learn? Why were these objectives successful? Which objectives were least successful? Why?

5. What objectives do you have that are aimed at enhancing your relationship with the community(s) and region(s) you serve? How do you determine if such an objective is successful?

6. How will you reallocate resources based on the results of your assessment of your 5-year report on Other Distinctive Objectives?

7. How do you communicate your current results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders?
IV. Understanding Students’ and Other Stakeholders’ Needs

Understanding Students’ and Other Stakeholders’ Needs examines how your Dpt/Sch/Prg works actively to understand student, alumni, parent, employer and other stakeholder needs.

1. Please show what the job market is like for each program in your department. First list the types of jobs that might be available for each major then provide data confirming that number of jobs available in that category. You may use the state jobs website and job search engines such as monster.com.

<table>
<thead>
<tr>
<th>Program</th>
<th>Type of jobs available for graduates</th>
<th>Type and Number of jobs available for graduates</th>
<th>Source</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>State Region</td>
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</table>

2. How do you identify the changing needs of your student groups? How do you analyze and select a course of action regarding these needs? If you have an Advisory Committee: How are they selected? How do you gather input from them? How have you used their input?

3. How do you collect complaint information from students? How do you analyze this feedback both in a formative and summative manner and select a course of action? How do you communicate your actions to students?

4. How do you determine student satisfaction? What measures of student satisfaction do you collect and analyze regularly?

5. What are your results for student satisfaction with your performance?

6. Looking at your results for student satisfaction, comment on the results you are most proud of and that most concern you.

7. With regard to your current results for understanding the needs of your key student and other stakeholder groups, how do you set targets for improvement? What specific improvement priorities are you targeting and how will these be addressed?

8. How do you improve your current processes and systems for understanding the needs of your key student and other stakeholder groups?
V. Valuing People

Valuing People explores your Department’s/School’s commitment to the development of your faculty, adjunct faculty, and staff. The efforts of all are required for UCO’s success.

1. What key faculty/staff orientation, enhancement and training initiatives are you currently undertaking or planning to implement in the next one to three years?

2. Using data from Appendix A, Sections A and D discuss faculty (full and part-time) load, and average size of ug/gr classes and explain any significant deviations from the College norm. If faculty loads exceed the norm, what processes do you have in place to insure that program quality does not deteriorate and academic standards are upheld?

3. How do your work processes and activities contribute to communication, cooperation, high performance, innovation, empowerment, organizational learning, and skill sharing? How do you advocate ethical practices of all employees?

4. How do you provide for workplace health and safety?

5. How do you pursue diversity among faculty and staff? (refer to Appendix A, Section A)

6. How do you improve your current processes and systems for valuing people?
VI. Dpt/Sch/Prg Planning for Continuous Improvement

Planning continuous improvement examines your Department’s/School’s planning and assessment processes and how your strategies and action plans are helping you achieve your mission and vision.

1. Discuss strengths and opportunities for improvement of your Dpt/Sch/Prg assessment plan. (Contained as part of Helping Students Learn in Dpt/Sch/Prg strategic plan.)

2. What is your Department’s/School’s vision of what it will be like in the next 5-10 years?

3. Discuss your plan for funding projects for your Dpt/Sch/Prg to meet objectives.

4. What are your projected needs, space, and capital equipment for the next five years? Provide any estimated cost and rationale for this projection. What method of evaluation led to this statement of need? What planning processes are in place to secure the internal and external resources necessary to meet this need?

<table>
<thead>
<tr>
<th>Method of Evaluation</th>
<th>Statement of Need</th>
<th>Cost (if any)</th>
<th>Plan</th>
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</table>

5. What are your library and program support resource needs for the next five years? Provide any estimated cost and rationale and benchmark for this projection. What method of evaluation led to this statement of need? What planning processes are in place to secure the internal and external resources necessary to meet this need?

<table>
<thead>
<tr>
<th>Method of Evaluation</th>
<th>Statement of Need</th>
<th>Cost (if any)</th>
<th>Plan</th>
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</table>

6. What are your projected instructional information technology needs for the next five years? Provide any estimated cost, rationale and benchmark for this projection. What method of evaluation led to this statement of need? What planning processes are in place to secure the internal and external resources necessary to meet this need?

<table>
<thead>
<tr>
<th>Method of Evaluation</th>
<th>Statement of Need</th>
<th>Cost (if any)</th>
<th>Plan</th>
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7. What specific actions do you intend to start within the next six months to improve your department and its offerings?
Program Recommendations and Specific Action Plans

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<thead>
<tr>
<th>Program:</th>
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<tbody>
<tr>
<td>Name ___________________________</td>
<td>OSR Code _____</td>
<td>Degree _____</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Taken Since Previous Self-Study for Continuous Improvement</th>
<th>Strengths and OFI’s</th>
<th>Recommendations</th>
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<tbody>
<tr>
<td></td>
<td><em>Strengths</em></td>
<td></td>
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<td></td>
<td><em>OFIs</em></td>
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</table>

Identify specific actions your department will take on as a result of this Self-Study.
Required Data

The following data is required of all SSCI/Quality Benchmark self-studies. IR continually up-dates material and the most current data is located at: (http://www.uco.edu/ir/ssci.html)

(Items with “*” provided by IR http://www.uco.edu/ir/ssci.html
Items marked “**” should be tracked by Dpt/Sch)

Appendix A

Section A

Faculty:

* Full-Time Faculty by Rank and Ethnicity
  Five Falls, by Dpt/Sch, full-time faculty only, shows ethnicity, rank

* Part-Time Faculty by Ethnicity
  Five Falls, by Dpt/Sch, part-time faculty only, shows ethnicity, rank

* Full-Time Faculty by Rank and Gender
  Five Falls, by Dpt/Sch, full-time faculty only, shows gender, rank

* Part-Time Faculty by Gender
  Five Falls, by Dpt/Sch, part-time faculty only, shows gender, rank

* Fall Faculty by Department/School
  Five Falls, by Dpt/Sch, shows full and part-time faculty and FTE (also in UCO Factbook)

** Instructional Load Dpt/Sch
  Teaching and non-teaching load for full-time faculty only

Section B

Student:

* Student Majors
  Five Falls, Majors by Dpt/Sch/Prg (also in UCO Factbook)

* Student Minors
  Five Falls, Minors by Dpt/Sch/Prg (also in UCO Factbook)
* **Annualized Degrees Granted by Major**  
Five full years degrees granted, year is Summer through Spring as defined by OSRHE, sorted by OSRHE Program Code and Majors within Program Code, shows Dpt/Sch and degree (also in UCO Factbook)

* **Annualized Minors Granted**  
Five Full years of minors granted, year is Summer through Spring as defined by OSRHE, sorted by associated OSRHE program code, shows Dpt/Sch (also in UCO Factbook)

* **Degrees Conferred at All Public and Private Institutions**  
Most recent report available, information from OSRHE report, link provided on IR website, shows number of majors and degrees granted in field of study (sorted by CIP) from Public and Private institutions

** **Technology in the Classroom**  
Identifies particular uses of technology in the classroom to help students learn

**Section C**

**Credit Hours/Sections:**

* **Credit Hours by Department/School**  
Five years, annual credit hours generated by Dpt/Sch (also in UCO Factbook)

* **Faculty Qualifications by Credit Hours**  
Current Fall by Dpt/Sch shows student credit hours by level of faculty degree

* **Percentage of Sections Taught by Full/Part Time Faculty**  
Five Falls, by Dpt/Sch, number of lower, upper, graduate division sections taught by full- or part-time faculty and percentage taught by full-time (also in UCO Factbook)

* **Percentage of Student Credit Hours Taught by Full/Part Time Faculty**  
Five Falls, by Dpt/Sch, number of lower, upper, graduate division student credit hours taught by full or part time faculty and percentage of those taught by full time (also in UCO Factbook)

**Section D**

**Class Size:**

* **Annualized Average Class Size by Course**  
Five full years, courses required by Program, by division, shows student credit hour production, number of sections, average section size, and frequency distribution of section size (lecture/discussion classes only)
* **Average Class Summary**  
Five Falls, ug/gr, by Dpt/Sch, shows number of classes, average size, and Independent Study

Section E

**Budget:**

* **Faculty Salary and Benefits to Annual Student FTE**  
Five full years, direct Dpt/Sch costs of full-time and part-time faculty  
Direct Dpt/Sch costs, including salaries and benefits, to annual FTE students

** **Department/School Revenue Not Included in E&G Budget**  
Information must be tracked by Dpt/Sch

Appendix B  
**Strategic Plan:**

** **Dpt/Sch/Prg strategic plan must be attached

Appendix C  
**Program Information:**

** **Formal Program Articulations with Other Institutions  
Dpt/Sch/Prg must track this and are responsible for maintaining

Appendix D  
**Peer Program Information**

** **Peer degree requirement sheets including entrance requirements, graduation requirements, and types of required courses