5-year Review Self-study format - Academic

Described below are the required core criteria for the self-study of an academic unit or department. Each department/unit is free to adjust the organization based on what flows best for them, but please be sure to address each area for a complete and cohesive review. If adjustments are made, they **MUST** be labeled with linking section headers ([Word directions](#)).

The final document should be clear, reflective, and concise. Use headings, page numbers, and include a table of contents so your reviewers can easily locate sections of the report. Add appendices as needed and link to them throughout the document. Reports should be a maximum of 25-30 pages, excluding appendices.

Executive Summary

1. Provide a brief summary of the full self-study (1-2 pages), including the current strategic direction of the department/unit, any significant changes since the last 5-year review, and summarized plans for the future.

Department Profile

1. Provide a brief overview of the department's history over the past five years
2. List the department's structure, faculty, staff, and facilities
3. Discuss any interdisciplinary relationships within your Unit/department
4. Discuss anything that makes your department/Unit unique from other departments/units within your college

Response to Previous 5 Year Review (as Appendix 1)

1. This section addresses the Unit Response to the last five-year review and the action steps taken over the past five years. The purpose of including this section is to address any outstanding issues and acknowledge the work completed since the prior review and its impact on the unit/department. **The action table should be included in the appendix.**

Recommendation	Action Plan/Goal	Timeline	Assessment Measure(s)	Actions Taken/ Completed/ Comments	Summary of Impact or Reasons why the recommendation has not been acted on

Strategic Direction

1. Detail how the mission of the unit/department helps to support UMSL's mission and current strategic plan
    a. How are faculty planning the unit/department's strategic goals for the next five years and ways to meet them? What metrics are used, and how will those goals be assessed annually?
1. Assess the quality of the program(s) by identifying peer and aspirant peer programs. Describe what distinguishes this unit/department from its peers nationally.
    a. Things to consider: How do the unit/department's research, creative works, and scholarship compare to peer programs? How does the unit/department gauge performance? Does the unit/department map the field's current and future priorities relative to its mission, and if so, how?
2. Describe how you expect the field to change nationally over the next five years.
    a. Given constant resources, what are the strategic plans to enhance the quality and stature of the unit/department for the future?
    b. What is the financial outlook for the unit/department over the next five years?
    c. If there was an opportunity for increased funding, how would that be used, and what would the anticipated outcomes be from that investment?

Research
1. Describe the stature, scholarly activity, and diversity of faculty research, including recent achievements, awards, research strengths, and research support over the past five years.
2. Funded Research or Creative Activities (if applicable)
    a. Tabulate total sponsored research and how it has changed in magnitude and focus over the last five years.
    b. How do these findings relate to or affect your strategic vision for the next five years?
3. How does the unit/department's research and scholarship contribute to its educational programs? To what extent are undergraduates involved in research, and how does research benefit those who are not directly involved?
4. What community-based research is the department involved in?
5. If applicable, where does the unit/department's doctoral program rank relative to peer programs, and what evidence is used to make this judgment? How does the unit/department train and mentor students on research and teaching skills, and how does it track their progress toward the degree?

Teaching Effectiveness

This section invites you to summarize the accomplishments and characterize the unit/departmental process, support for, and promotion of high-quality teaching. This section aligns with HLC criteria 3 & 4.

1. Teaching Effectiveness Summary
    a. Summarize the accomplishments of your faculty by including the number of teaching awards nominated and earned and/or certifications promoting student success.
    b. Summarize how high-quality teaching is encouraged, supported, and developed. Summarize faculty efforts in continuous improvement activities in teaching by the three anchors of teaching effectiveness: student-focused learning environment,

intentional instruction and assessment, and disciplinary expertise.
2. Course Scheduling
    a. Percent of course level taught by academic titles

	Intro-level undergraduate courses	Upper-division undergraduate courses	Graduate Courses
Tenure-Track Faculty			
Tenured Faculty			
NTT Faculty			
Part-Time Faculty			
GTA/TA			
Other Academic Titles: (identify)			

    b. Describe the role of graduate teaching assistant (GTA) assignments in your unit/department. How are GTAs trained, supported, assigned, and evaluated in these roles?
    c. How are part-time faculty trained, supported, assigned, and evaluated?
3. Evaluation of Teaching
    a. Describe how your unit/department analyzes the quality of teaching and teaching effectiveness according to the university's definition using multiple measures (peer voice, self-reflection, student feedback, community input).
    b. How do faculty evaluate their own teaching effectiveness to set teaching goals?

Degree Program Assessment

1. Summary of Degrees and Certificate Programs
    a. In a table format, list all degrees and certificate programs
        i. Include the enrollment history, student credit hours, and number of degrees awarded for each program and degree over the past five years.
        ii. Power-Bi Data- this can be included as an appendix.
2. Online Teaching- If applicable
    a. Online Teaching Certification
        i. Reviewing the unit/department's Annual Review documents, what percentage of the faculty teaching online courses were online teaching certified? If not 100%, summarize efforts to ensure high-quality teaching and efforts to achieve 100% online certified instructors.
        ii. PowerBI dashboard from MO Online for Online Teaching Certification
    b. Quality Course Review
        i. Reviewing your Annual Review documents, for those courses that do not have QCR approval, summarize the action plan to have QCR

designation/renewal every five years.
- ii. [PowerBI dashboard from MO Online for QCR Status](#)
- c. What steps has your unit/department taken to ensure your online program(s) have quality design and delivery?
- d. Description of how program quality and program-level outcomes are consistent across all modes of delivery and instructors.
- e. Brief description of any changes made to the assessment plan and rationale for the changes.
- f. Reflection on the overall assessment results over the past five years.

3. Degree Program Assessment Results
- a. Present a summary of the themes and/or patterns you noticed within the assessment results that illustrate the strengths and challenges of each degree program.

4. Action Plans
- a. How have your assessment efforts resulted in programmatic changes? Please discuss any changes made based on assessment separately for your undergraduate and graduate programs. Please include specific examples.
- b. How have your action plans addressed success/fail rates within your courses?

General Education Course Offerings (if applicable)

1. Discuss how your general education course offerings contribute to the overall learning goals within the unit/department and how they align with the goals for each Gen Ed area.
2. How is this assessed at a unit/department level?
3. How do you ensure consistency of instruction and assessment across sections?

Student Success
1. Advising
- a. Describe the unit/department's approach to undergraduate and graduate advising.
- b. What is your advising ratio?
- c. How do you assess the effectiveness of advising? What changes to advising have been made since your last review?
2. Recruitment and Retention
- a. How do you collect and analyze information on student retention and degree completion? How is that information used to make improvements?
- b. Courses with high DFW courses, what has your unit/department done to lower the DFW rate? What is the impact of those measures?
- c. Describe the support mechanisms you have in place to facilitate and promote the academic success and retention of students who may be struggling. Which mechanisms are used by your students? Which are effective, and how do you know? How do students know about the services and support mechanisms?
- d. What strategies do you use or opt into to recruit undergraduate and graduate students?
3. Student Experience
- a. How does your unit/department assess job readiness for your graduates? What adjustments have been made to this over the past five years?
- b. How do you measure the success of transfer students versus first-time campus students in your program? What adjustments have been made based on your

findings?

    c. How has the unit/department been tracking time to degree completion (average credit hours upon graduation), and what efforts are being made to bring those hours down? Please report the last five years of time to degree completion for each degree program in your department.

    d. Describe any unit/department student organizations and how they support students and degree programs.

    e. Describe any additional opportunities your unit/department offers for students (colloquia, events, etc.).

Community Engagement & Service

1. Describe how service obligations are assigned and recognized within your unit/department, and any specific service obligations held by non-tenure track faculty members.
2. Describe how faculty engage with the broader public and any efforts you have to support those activities.
3. How do you track and recognize faculty public engagement efforts?
4. Describe any efforts to help students identify public engagement opportunities — such as service learning, clinicals, practicums, and internships—that serve their educational goals.
5. List and describe major extension and other outreach programs (i.e., interactions with off-campus audiences, including corporate contacts). Include program evaluation data or other indicators of impact when available.

    a. How are outreach and extension responsibilities distributed among faculty of different ranks?

    b. What are the conclusions from the analyses, and what changes, if any, to outreach and extension is the department considering in response to this analysis?

Faculty Retention

1. Reviewing the revised bylaws, handbook, annual review policies, workload policies, tenure and promotion policies for either tenure track or NTT faculty, or any other documents pertaining to faculty since the last 5-year review; describe the impact these revisions have had on the unit/department.

2. Retention and Success of Junior, Tenure-track Faculty.

Table 3: Retention and Success of Junior, Tenure-track Faculty

	#
How many Assistant and non-tenured Associate Professors were working in the unit/department at the point of the last five-year review?	

How many of those untenured, tenure-track faculty have since:	
Left UMSL before being eligible for tenure?	
Been promoted and tenured and remain at UMSL?	
Left UMSL after receiving tenure?	
Not yet gone up for their mandatory tenure and promotion review?	

3. How many years have each of the unit/department's current Assistant Professors, Associate Professors, Assistant-level NTT faculty members, and Associate-level NTT Faculty members held their current rank? Designate whether the faculty member has the minimum number of years in rank to qualify for promotion to the next rank according to the guidelines pertaining to the unit/department, regardless of whether the faculty member has yet met the other criteria for promotion.*

Name	Current Rank	Years in Rank	Minimum Time Required for Promotion?

* According to the campus-level promotion and tenure guidelines, tenure-track assistant professors mandatory promotion review begins at the end of their 5th year. Tenured associate professors are eligible to request a formal review of their progress towards promotion to full Professor after five years. The minimum time in rank to be eligible for promotion for Assistant and Associate-level NTT faculty is usually 5 years.

4. Describe any support and resources available to Assistant and Associate-level faculty to help ensure that they are making adequate progress towards promotion to the next rank (e.g., mentoring, progress reviews, development support).

5. After completing the above section, discuss any known factors that contributed to the

retention or attrition of full-time faculty.

Appendices
1. Previous 5-Year Review Action Plan
2. Department's Annual Reviews since the last 5-year review.
3. Briefly describe the process used to complete the self-study, including a list of who was responsible for the content of the final report and how the faculty was engaged to provide feedback.
   a. As previously mentioned, unit/departments are strongly encouraged to create a Program Review committee to lead the development of the self-study.
4. Supporting documents determined by the unit/department