



APR SELF-STUDY TEMPLATE

I. INTRODUCTION

The Introduction may include information about the history of the program, any previous reviews and discussion of the program's response to recommendations emerging from the last review. If there have been any significant changes in the curriculum, budget, staffing, etc. they may be discussed in this section or elaborated on in the body of the report. It is expected that programs will complete the self-study in consultation with faculty, students, appropriate staff, and in some cases alumni. Please, make certain to maintain an equity lens as you complete this self-study.

PROGRAM NAME:

A. DEGREES/CERTIFICATES REVIEWED UNDER THE SELF-STUDY:

B. GENERAL INFORMATION

1. *Identify the participants in the self-evaluation process. Please select all that apply.*

- Faculty Alumni
 Students Employers
 Staff Others, please specify

2. *When were meetings held to complete this self-evaluation process?*

3. *Who prepared the document?*

4. *Who reviewed the report? Describe how the program elicited feedback from faculty, students and other stakeholders.*

5. *Provide a brief history of the program. Describe any major changes or emerging trends that have surfaced in the last 5 years.*

II. RESPONSE TO PREVIOUS RECOMMENDATIONS

1. *Please provide a narrative that discusses the program's response to recommendations emerging from the last five-year review process (if applicable).*

III. PROGRAM DESCRIPTION & ANALYSIS

This section is designed to be descriptive, and communicates the current mission, purpose and goals (MPGs) of the program. The descriptive sections convey a sense of the size, quality and scope of program activities. This section also provides an assessment of the quality and effectiveness of the programs, with examination of equitable student learning outcomes, learning environment, faculty and student development, budget obligations and resource utilization. In this form, you will be asked to reflect on the



APR SELF-STUDY TEMPLATE

diversity of your program (students and faculty). We encourage programs to use the diversity definition as it is defined by individual programs, but OHSU'S definition as provided by AAEO is also available as guidance in the following link: <https://www.ohsu.edu/affirmative-action-and-equal-opportunity/what-we-do>

PROGRAM MISSION, PURPOSE AND GOALS

- 1. How does the program define its mission (i.e., what is the area of focus, area of excellence, who is served, who benefits from program research and activities)?*
- 2. In practice, how does the mission influence program structure and decision making?*
- 3. Describe how the Program's mission statement reflects the program's purpose, primary activities and stakeholders.*
- 4. How are the program's purpose and goals communicated to faculty, students and stakeholders?*
- 5. What are the current, relevant critical issues (e.g. equity issues), interprofessional competency development, and approaches in the field, and how are they reflected in the mission statement?*

A. ASSESSMENT OF STUDENT LEARNING

- 1. Summarize the student learning outcomes assessment plan. How do you assess student learning outcomes for degree/certificate programs? What are you doing with the findings to implement change and to assess overall program improvement? Please also describe how assessment plans are aligned with equity as a part of the annual assessment process*

B. LEARNING ENVIRONMENT

Learning environment refers to the diverse physical locations, contexts and cultures in which students learn. Learning environments have both a direct and indirect influence on student learning, including student engagement in what is taught, motivation to learn, sense of well-being, belonging, and personal safety, as well as how individuals interact with one another. Students may learn in a variety of settings, such as off campus locations, labs, clinical sites, etc.

- 1. Describe the program's learning environment. Do your students learn in classrooms, laboratories, community settings, and/or virtually? Describe how the program creates safe and engaging physical learning environments.*



APR SELF-STUDY TEMPLATE

2. *What strategies does the program engage in to promote a positive and safe learning environment to promote student sense of well-being, belonging, and personal safety, as well as positive interpersonal interactions?*
3. *What sort of student feedback is collected by the program about the learning environment? What did the program learn from it, and what has been done with this information?*
4. *OHSU provides equal opportunities to all individuals without regard to race, color, religion, sexual orientation, gender, gender identity or expression, military service, or any other status protected by law. Per OHSU Policy 03-05-032, OHSU Members are responsible for maintaining an environment for work, study and the provision of services that is free from harassment.*

What process does the program use to respond to allegation(s) of misconduct or mistreatment of students and/or faculty within the learning environment?

C. FACULTY

1. *Discuss the program's faculty. Provide an overview and analysis of trends in the recruitment, retention and departure/retirement of faculty over the last five years.*
2. *How does the program interpret and define faculty diversity? Over the last five years, what percentage of your faculty is diverse? How have you utilized university resources to increase diversity and inclusion efforts?*
3. *What efforts have been made to retain and diversify the faculty? What types of challenges does the program face related to faculty diversity and recruitments in attracting a wide breadth of expertise?*

D. TEACHING EVALUATIONS AND FACULTY DEVELOPMENT

Please keep equity as a lens when reflecting on this section, in addition to other teaching evaluation and faculty development aspects that may be relevant.

1. *How have teaching evaluations been used for program improvement?*
2. *What internal and external faculty development opportunities do faculty take advantage of?*
3. *Are there gaps in faculty development opportunities? What is needed?*
4. *For research focused education programs, how many faculty members are funded and what is the average number of grants per faculty member? In addition, please complete with table below with aggregate program information for each of the last five years.*



APR SELF-STUDY TEMPLATE

Faculty Accomplishments

Year	# of Faculty Awards	# of Peer Reviewed Faculty Publications	# of Grants Awarded
2019-20			
2020-21			
2021-22			
2022-23			
2023-24			

E. LEARNERS / STUDENTS

Please analyze the data provided by the Office of the Provost to address the questions in Section II E, Students. NOTE: The data provided is collected and reported centrally and given to programs in order to improve the consistency of data used by programs for APR. The data may be slightly different from data collected at the school and/or program level. Please keep equity as a lens when reflecting on this section.

1. *Describe the program’s admissions/selection criteria and how it has impacted matriculates. How does the program ensure high quality student are admitted and matriculate?*
2. *Has the number and/or quality of matriculates changed in the last five years? If so, how?*
3. *Discuss the 5-year enrollment trend. Is it appropriate to the program’s capacity? What is the program’s plan to maintain or adjust capacity?*
4. *How does the program interpret and define student diversity? Over the last five years, what percent of your student population is diverse? How has the program utilized university resources to increase diversity and inclusion efforts?*
5. *Discuss the 5-year completion rate and average time to degree. What activities or strategies does the program utilize to support on-time degree completion?*

F. STUDENT SERVICES AND CAREER DEVELOPMENT

Please analyze the data provided by the Office of the Provost to address the questions in Section II F, Student Services and Career Development. NOTE: The data provided is collected and reported centrally and given to programs in order to improve the



APR SELF-STUDY TEMPLATE

consistency of data used by programs for APR. The data may be slightly different from data collected at the school and/or program level. *Please keep equity as a lens when reflecting on this section.*

Discuss how students utilize support services, and whether or not the current level is adequate for the number of students in the program.

1. *Aside from learning outcomes, what are the critical benchmarks for your program? How have your students met these benchmarks over the last five years?*
3. *How does the program support the career development of its students?*
4. *Cultural responsiveness is the ability to learn from and relate respectfully with people of your own culture as well as those from other cultures. How does the program prepare students to be culturally responsive professionals?*
5. *How do you define scholarly output? What is the scholarly output per student? Are students receiving awards and grants? Please complete the table below.*

Student Publications and Grants/Awards

Year	Number of Student Publications	Number of Student Grants/Awards	Number of Conferences/Posters/Presentations	Other*
2019-20				
2020-21				
2021-22				
2022-23				
2023-24				

**If self-reporting in the "other" category, please describe the nature of the scholarly output and the benefit to the professional development of students in the program.*



APR SELF-STUDY TEMPLATE

H. BUDGET/OBLIGATIONS, TUITION AND RESOURCE UTILIZATION

Please contact your school or college for assistance in reporting this information.

1. How is the program funded and what does it cost to run the program? Provide a clear description of all revenue sources (for example: tuition revenue, Provost's Office and/or Dean's Office support, training grants, state appropriations, etc.).
2. What does it cost to run the program? Complete the table below and provide the programs total expenditure for the provided categories.

Fiscal Year 2023-2024

Expenditure	Amount in dollars
Payroll (Total Salary & OPE)	
S&S	
Travel Costs & Professional Development	
Tuition and/or Stipends Paid on Behalf of Students	
Other	

3. How does tuition compare to similar programs at other institutions? How many students are self-funded (pay tuition and do not receive scholarships or stipends)? If applicable, describe how the Provost's Office and/or Dean's Office invests in tuition for students in the program.
4. Describe the types of scholarships and tuition support that are available to students. How many students are on scholarships or receive tuition support? Please, provide examples on how funding provides equitable opportunities for diverse faculty and students.
5. If applicable, how do graduate stipends compare to similar programs at other institutions?

Please enter the number of students who receive stipend support from the options below. NOTE: only report the primary source of funding.

	2019-20	2020-21	2021-22	2022-23	2023-24
Internal Funds (university/dept/institute etc.)					
Federal Grants					
Foundation Grants/Gifts					
Industry Grants					
Non-Federal or other Government Grants					
Does not receive a stipend					

Of those primarily supported by external grant funds, please enter the number of your students supported by the following types of grants.



APR SELF-STUDY TEMPLATE

	2019-20	2020-21	2021-22	2022-23	2023-24
<i>Student Fellowship/Grant</i>					
<i>Faculty Grant</i>					
<i>Institutional Training Grant</i>					

6. *What resources is the program utilizing to fulfill its mission (e.g. library holdings, computer equipment, facilities, research labs, core facilities, clinical placements)? What resources, if any, is the program sharing with other programs?*
7. *How are program resources (equipment, space, staff support, etc.) allocated? How could they be reallocated to increase effectiveness and target priorities?*

IV. SUPPLEMENTAL INFORMATION

Please provide a narrative that addresses any additional information or feedback you may have about the Self-Study process, as well as any justification for omitted sections (optional).

V. PROGRAM REFLECTION

Provide a brief narrative that addresses at least three things you learned about your program as a result of engaging in the reflective self-study. What goals would you set and/or changes you would make to the program based on what you have learned through this process? Examples may include: reallocation of resources to meet objectives, adjustment for student recruitment, strategies used to respond to possible challenges/opportunities in the field, the identification of benchmarks that can gauge performance and effectiveness, sources of external funding to pursue, shifts in program faculty. Reflect on your program's overall equity efforts. What are your program's strengths and areas for improvement? What resources does your program need to improve? How did equity inform your review and preparation of the self-study?

VI. SUPPORTING DOCUMENTATION

This section is designed to capture additional information requested in the self-study. In addition, programs are also requested to provide key pieces of documentation related to Student Learning Outcomes Assessment and curricular modifications that have occurred over the last five years.

- A. *APR Supplemental Data Sheet*



APR SELF-STUDY TEMPLATE

- B.** *Letter from OHSU Assessment Council- Program Rubric Scores & Feedback*
- C.** *Current Program Curriculum and Summary of Changes over Last Five Years*
- D.** *Program Action Plan from Previous 5-Year Academic Program Review (if applicable)*