NOTICE OF PUBLIC MEETING

The Academic and Student Affairs Committee of the Board of Trustees of the University of Oregon (UO) will hold the following public meeting remotely with a video livestream available for members of the media and the public. Subjects of the meeting will include remarks from the committee chair and university provost, and discussion of academic program assessment at the UO.

Video livestream information is available at: https://trustees.uoregon.edu/meetings. Meeting materials are available at: https://trustees.uoregon.edu/upcoming-meetings. If telephone conference, sign language for the deaf or hard of hearing, or accessibility accommodations are required, contact trustees@uoregon.edu at least 48 hours in advance of the posted meeting time. Please specify the sign language preference if applicable.

The meeting will occur as follows:

Thursday, March 5th at 11:30 a.m. Pacific Time
Remotely via Zoom

Office of the University Secretary
Board of Trustees

112 Johnson Hall

6227 University of Oregon, Eugene, OR 97403-6227

541-346-3166 | **trustees.uoregon.edu**

The University of Oregon is an equal-opportunity institution committed to cultural diversity and compliance with the Americans with Disabilities Act.

Board of Trustees of the University of Oregon
Academic and Student Affairs Committee | Public Meeting
11:30 a.m. | Thursday, March 5, 2026
Virtual Meeting Via Zoom

Convene
- Call to order & roll call

1. **Chair's Report.** Trustee Elisa Hornecker, Academic and Student Affairs Committee Chair.

2. **Provost's Report.** Chris Long, Senior Vice President and University Provost.

3. **Academic Program Assessment at the UO.** Office of the University Provost.

Meeting Adjourns.

Agenda Item #1

Committee Chair's Report

THERE ARE NO MATERIALS FOR THIS AGENDA ITEM

Agenda Item #2

Provost's Report

THERE ARE NO MATERIALS FOR THIS AGENDA ITEM

Agenda Item #3

Academic Program Assessment at the UO

Program Review at the University of Oregon

Assuring academic quality, accountability, and autonomy

ASAC Meeting – March 5, 2026

UNIVERSITY OF OREGON

What the Board Needs to Know

- UO has a comprehensive, multi-layered program review system that already protects academic quality, ensures alignment with mission, meets regional accreditation expectations, and ensures continuous improvement.
- We have strengthened our system in the last 3 years: proposal overhaul (2024) and new 3- & 5-year progress checks (2025).

UNIVERSITY OF OREGON

Agenda

1. **What we do now:**
   - Annual Assessment
   - Decennial Program Review/Specialized Accreditation
2. **What is new:**
   - New process for reviewing recently approved programs: 3- and 5-Year Progress Checks
   - Review data for programs approved over last 10 years
3. How our processes ensure quality and stewardship

UO's Program Review System (at a glance)

What it includes

- Annual Program Assessment (learning, achievement, equity)
- Decennial Program Review with external reviewers
- Specialized Accreditation where applicable
- 3- & 5-Year Progress Checks for new programs

What it delivers

- Evidence-based improvements and equity focus
- External validation and goal-setting/implementation plans
- Early detection of enrollment/resource risks
- Action items, timelines, and follow-up reporting

UO's Program Review System (current)

Annual Assessment
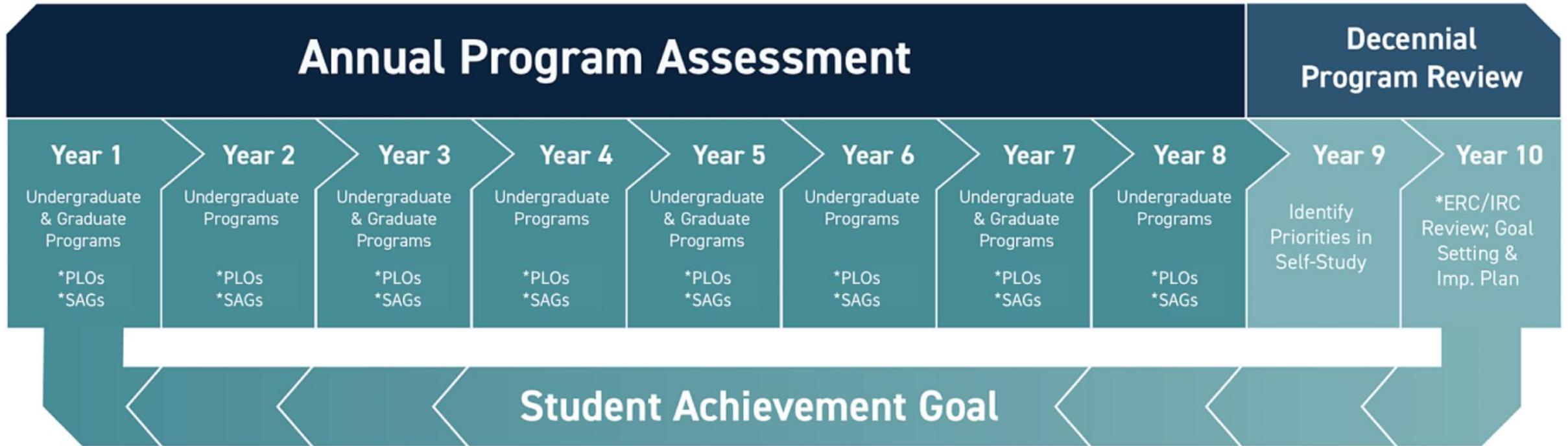
- Faculty-driven review of Program Learning Outcomes (PLOs) and student achievement goals
- Emphasis on closing equity gaps and continuous improvement
- Annual reports and templates: support via Provost's Office

+

Decennial Program Review

- 10-year cycle with external peer reviewers and site visits (as applicable)
- Focus on effectiveness, outcomes, resources and alignment with college/school priorities and institutional mission
- Results in goals and implementation plan monitored by leadership

OR

Specialized Accreditation

- Timeline, standards and requirements determined by accrediting body
- Supplemental report required by UO to cover unaddressed areas
- Meant to reduce duplicative efforts by unit

Program Assessment

Annual Program Assessment

Decennial Program Review

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Undergraduate & Graduate Programs	Undergraduate Programs	Undergraduate & Graduate Programs	Undergraduate Programs	Undergraduate & Graduate Programs	Undergraduate Programs	Undergraduate & Graduate Programs	Undergraduate Programs	Identify Priorities in Self-Study	*ERC/IRC Review; Goal Setting & Imp. Plan
*PLOs *SAGs	*PLOs *SAGs	*PLOs *SAGs	*PLOs *SAGs	*PLOs *SAGs	*PLOs *SAGs	*PLOs *SAGs	*PLOs *SAGs		

Student Achievement Goal

*External Review Committee (ERC)/Internal Review Committee (IRC); Program Learning Outcomes (PLOs); Student Achievement Goals (SAGs)

New Undergraduate Programs – Last 10 Years - Enrollments

Program Name	Major	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Spatial Data Science and Technology	SDSC			13	36	47	61	56	49	43	52
Data Science	DSCI						12	74	120	218	298
Neuroscience	NEUR						19	171	262	314	363
Dance	DABF								15	17	16
Native American and Indigenous Studies	NAIS								6	13	16
Cybersecurity	CYBR									1	28
Environmental Design	ENVD									21	134
Popular Music	POPM									7	33
Pre-Child Behavioral Health	PCBH									28	72

New Graduate Programs - Last 10 Years - Enrollments

| Program Name	Degree	Major	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Sports Product Management	MS	SPMG	37	91	98	96	91	91	90	87	89	85
Prevention Science	MS	PREV		6	6	7	12	8	5	7	2	3
Prevention Science	PhD	PRVD		4	11	17	23	23	19	23	20	21
Prevention Science	MEd	PRVE		3	6	18	13	18	21	11	10	6
Sports Product Design	MS	SPD		6	18	25	32	30	31	30	22	26
Finance	MS	FINS			25	31	34	35	25	19	21	25
Language Teaching Studies	MA	LTS			10	12	18	16	18	12	10	13
Advertising and Brand Responsibility*	MA	ADBR				11	23	28	20	21	18	22
Applied Physics**	MS	PHKC				29	38	32	34	29	31	28
Biology**	MS	BIKC				37	42	42	44	53	52	44
Chemistry**	MS	CHKC				32	30	31	28	23	32	39
Sports Product Management (online)^	MS	SPMO					12	42	57	45	38	44
Planning and Public Affairs	PhD	PPA						2	3	4	4	6
Bioengineering	PhD	BIEN							16	28	33	40
Indigenous, Race and Ethnic Studies	PhD	ETST							5	5	10	10
Interdisciplinary Studies	MA/MS	ITDS							2	4	1	1
Psychology (online)	MS	PSYO							37	34	38	45
Applied Behavior Analysis	MS	ABAO								7	18	32
Education Policy and Leadership	MS	EPLD								9	11	12
Data-Driven Music Performance and Composition	PhD	DDMP									3	4
Educational Leadership	MS	EDLO									39	47
Immersive Media Communication	MS	IMCO									13	18
Spanish	PhD	SPND									3	6

*Name change to an existing program
**These are Knight Campus Graduate Internship Programs which are different versions of the existing degree.
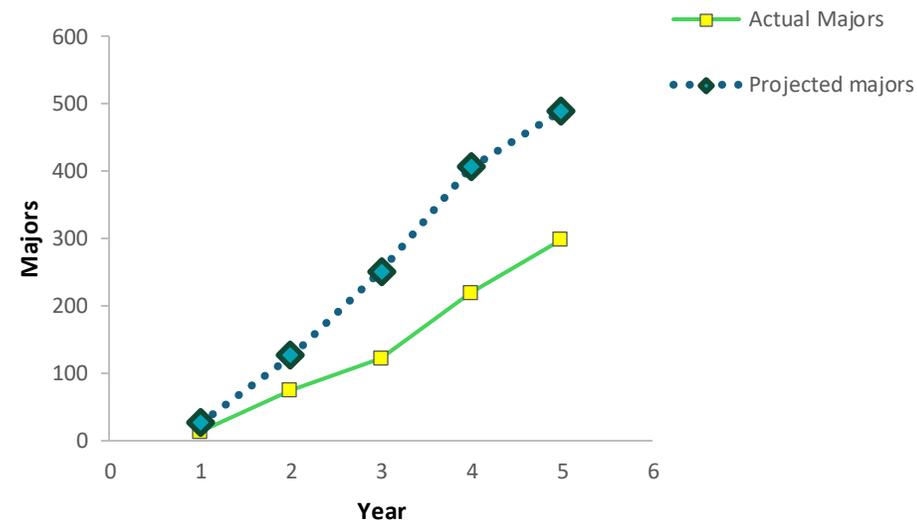^Modality change to existing program

Examples

Neuroscience — Actual Majors, Projected majors

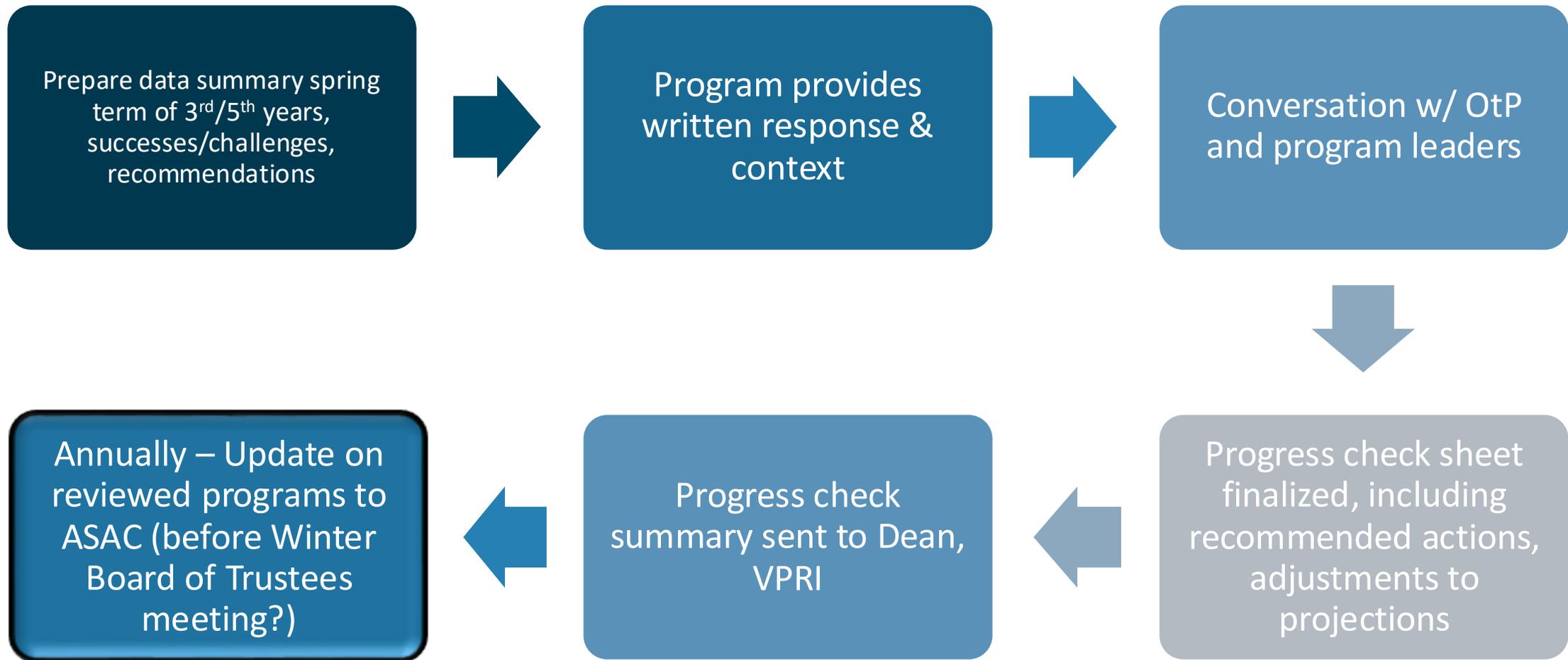Data Science — Actual Majors, Projected majors
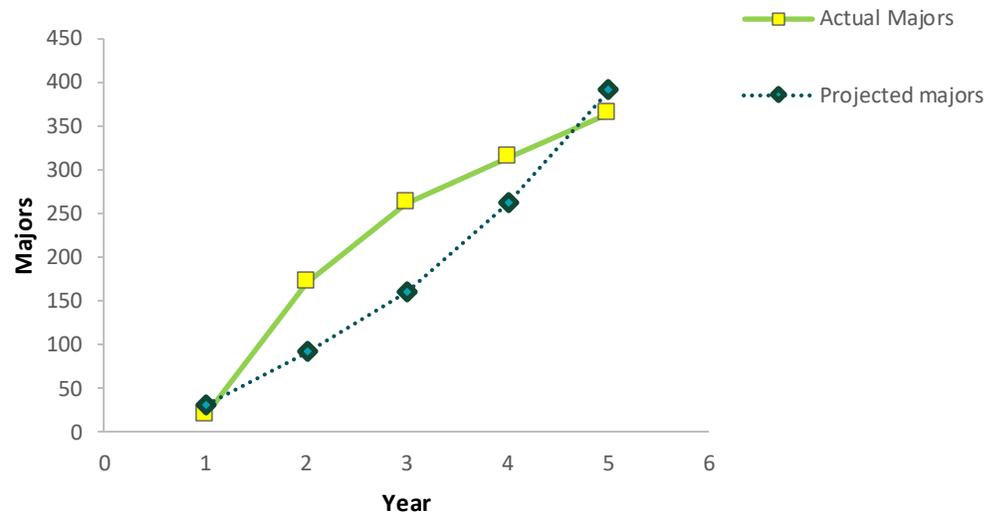
3- & 5-year reviews for new programs

Program Progress Checks (New)

- Ensure new programs are meeting projected demand
- Prevent under-enrolled or under-resourced programs
- **Identify bottlenecks (courses, access) and equity gaps** early
- Allow correction before problems emerge
- Ensure responsible budget + resource planning
- **Produce concise progress check sheet + leadership conversation and follow-up**

3- and 5- Year Review of New Programs Process

Prepare data summary spring term of 3rd/5th years, successes/challenges, recommendations

→ Program provides written response & context

→ Conversation w/ OtP and program leaders

↓

Progress check sheet finalized, including recommended actions, adjustments to projections

← Progress check summary sent to Dean, VPRI

← Annually – Update on reviewed programs to ASAC (before Winter Board of Trustees meeting?)

3- and 5- Year Progress Checks Data

- Revisit initial proposal to review stated needs/plans for:
  - Faculty, staffing, computing, space/labs, library, new courses
- Identify differences between projected resources and what has been needed so far.

Resources

- Has the program been assessing Program Learning Outcomes annually?

Assessment

- What are demographics of current students?
- Are there groups that are missing or underrepresented?
- What student success features are being used and to what levels of success?

Equity & Access

3- and 5- Year Progress Checks Data

- Revisit initial proposal – purpose, mission, link to mission of University, integration and collaboration with other programs
- Revisit proposed budget with college CFO

**Program Purpose and Initial Proposal**

- Review program enrollment numbers and developing trends, compare to national/regional trends
- Are program projections in line with actual enrollments? Do projections need to be adjusted up or down?
- Completion numbers
- Origination of students – are they new to UO? Transfer students? Transferring in from another degree? Hold another degree from UO?

Enrollments/Completions

- Enrollment numbers in new courses (created for the new program)
- Courses with DFNW rates above 15%?
- Integration of transfer students

Courses
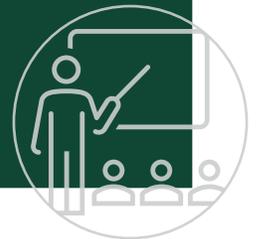
Data & Governance (How We Ensure Accountability)

- Institutional data and dashboards + proposal data + market analysis

- Action items tracked by units, Deans, VPFA, and Provost's Office

- Annual update to ASAC and briefing to Board (starting 2026)

- Alignment with:

  o accreditation standards

  o state reporting

  o budgeting and resource planning

High-Resolution Operational Metrics Used in Program Oversight

UO maintains detailed program-level operational metrics, accessible to faculty and leadership, used in ongoing decision-making and resource allocation:

- **7-year time-series data for every academic program, including:**
  - Undergraduate & graduate SCH
  - Degree completions and retention
  - Majors (with demographic breakouts)
  - Course sizes and DFNW patterns
  - Instructional pay across categories
  - Employee FTE by unit
- **These metrics guide:**
  - Resource allocation to schools & colleges
  - Dean-level decisions and Unit-level planning
  - Progress Check analyses for new programs
- **Important caveats:**
  - Scholarly output measures are discipline-dependent, thus hard to compare between programs
  - Strategic goals don't always align with program metrics

(See provided PDFs for samples to reference – samples are not associated to a department)

Evidence of Strength

UO's Program Review System is:

Comprehensive – covers curriculum, enrollments, learning, equity, resources, budgets

Evidence-informed – uses institutional data, market analysis, external peer reviewers to ensure objective evaluation

Accountable – produces required goals, implementation plans, and annual updates

Collaborative - reviews are conducted in partnership across offices, levels of leadership, and with faculty, resulting in higher-quality, more actionable, and more sustainable improvements.

Now stronger than ever –

- proposal process overhaul (2024) to improve rigor and alignment

- progress checks (2025) identifying early mismatches between projections and actual enrollments and enabling timely interventions for a variety of potential issues

Sufficient – HECC's proposed oversight would duplicate processes that UO already performs thoroughly

Web resources for UO Program Assessment (current)

Program Assessment (Overview)   https://provost.uoregon.edu/program-assessment

Annual Assessment   https://provost.uoregon.edu/annual-program-assessment-0

Decennial Program Review   https://provost.uoregon.edu/decennial-program-review