Self-Study Guidelines and Questions

The self-study is an opportunity for programs collectively to analyze their circumstances, define their educational goals, situate their curriculum relative to peer institutions, evaluate student success, and articulate a vision for the future improvement. As part of the self-study programs should clarify their mission, their goals, and the outcomes through which progress toward these goals can be assessed. The self-study should use evidence to support its claims; this evidence should be included in the self-study text or the appendices as appropriate. Additional questions and data may be required by the Curriculum Committee of each school. The text below describes the objectives of each section; specific questions will be provided by the EAC and Curriculum Committees to guide programs as they develop their narratives.

I.   Introduction and Program Context: This section provides a context for the review, for both internal audiences who will use the document for planning and the external reviewers who will evaluate the program based on the goals articulated and the evidence analyzed in the self-study.

a.   *Mission:* Describe the program goals for faculty and students and explain how these goals advance the mission of a liberal arts university.

b.   *Program Description, Educational Effectiveness*: Describe degrees and concentrations offered, how they relate to other programs at the university, and situate the program relative to peer and aspirational programs.

c.   *Program Description, Student Profile:* Describe the students enrolled in the program, including reflection on their goals.

d.   *Program Description, Faculty Development:* Describe department's implementation of expectations for teaching and research/creative activity as defined by the Faculty Handbook, as well as any changes in staffing since the last program review.

e.   *Program Description: Community*: If appropriate, discuss the ways the program interacts with communities beyond the university, including student learning opportunities.

f.   Describe any other issues or concerns specific to this program that will be discussed in the review.

g.   Other questions specific to each school will be added here by curriculum committees.

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II.   Evidence of Educational Quality: A central purpose of program review is to evaluate and interpret evidence of student learning in order to identify what the program does well, what needs to be improved, and how the program compares to peer institutions.

a.   *Curriculum:* Discuss the learning outcomes and curriculum of the degree programs offered. This section should include analysis of the curriculum in relation to peer and aspirational programs, course alignment to outcomes, course compliance with University credit-hour policy, processes by which the curriculum is revised, contributions to other programs, and distinctive elements of the program. Based on the discussion of this section, what have you learned about your curriculum? What do you need to do to improve curriculum over the next review period?

b.   *Assessment of Student Learning:* Describe and evaluate the program's assessment work over the review period, including what sort of evidence has been

collected, what the program has learned about its educational effectiveness, and how it has used assessment evidence to improve student learning. Discuss challenges the program has encountered in assessing learning and how the program plans to improve its assessment efforts. Relate assessment findings to credit-hour findings.

b.   *Core Competencies:* For programs or departments granting degrees to undergraduates, define the relevance of the five WASC core competencies—Critical Thinking, Information Literacy, Oral Communication, Quantitative Reasoning, and Written Communication—to the degree, and explain where they are to be found in the curriculum. Along with these definitions and explanations, address the level of achievement expected of students, and detail whether the program's or department's assessment results show how students demonstrate their mastery of the five competencies.

c.   *Faculty Activity and Expertise:* Describe the areas of expertise and research/creative activity of full-time faculty in relation to peer institutions and the educational goals of the program. Evaluate how well the expertise of current faculty meets the curricular needs of the program, and describe the use of part- time faculty to meet curricular needs. Evaluate variations in course credit-hour findings among program faculty, and discuss the equity of work distribution. Based on the discussion of this section, what can the program do to improve faculty expertise and productivity, and what areas of need can be identified?

d.   Other questions specific to each school will be added here by curriculum committees.

III.   Vision and Sustainability: This section examines the demand for the program, articulates future goals, and details the resources needed to sustain and improve program quality.

a.   *Program Demand:* Based on trends in course enrollments, retention, and graduation rates for students in the program, discuss how your program attracts students, what students do with the degree (and what you hope they can do), and where you expect demand for your graduates to grow.

b.   *Sustainability:* Does the program have sufficient resources (in faculty, students, IT, support services, facilities, etc.) to achieve the goals of the program? Discuss the program budget in some detail.

c.   *Vision and Opportunities:* Based on the analysis of this program review, identify opportunities the program well-positioned to develop or expand. How would these opportunities improve program quality? What resources will be needed to achieve these goals?

d.   Other questions specific to each school will be added here by curriculum committees.

IV. Plan for Improvement: This section summarizes the findings of the self-study in order to propose concrete goals and articulate the resources and activities needed to achieve those goals over the next review period; this section serves as the foundation for the Action Plan negotiated with the Dean and Provost.

a.   *Goals:* Discuss in some detail the strengths, weaknesses, and goals of the program. Explain the program's plan to achieve these goals over the next five years; summarize this action plan, including timelines, resources, and outcomes and include as an appendix. Be sure to indicate which goals can be achieved without additional resources and which

can be achieved *only* with additional resources.

b.	*Assessment:* Describe your assessment plan for the next review cycle and how it will incorporate the objectives discussed in IVa.

c.	Other questions specific to each school will be added here by curriculum committees.

V. Data and Appendices: The claims of the self-study should be based upon evidence. This section provides common data to all programs, both to inform the analysis of the self-study and help the review inform university planning.

a.	Most data used to inform the analysis of the program review will be provided by Institutional Research, the Dean, and the Office of the Provost.

b.	Where data can only be provided by the program, the faculty will be supported by those offices in the collection, interpretation, and presentation of this information.