

The Self-Study Document¹

Preface: The following outline should guide the development of the self-study document. The narrative should be written easily within twenty pages. (This does not include the director's explanation of workload distribution and appendices.) Selected college/university data summaries should be included in an appendix. The report should be organized around the following headings:

I. **Brief History of the Program**

Provide a brief overview of the history of the program including such things as changes in administrative organization; dates new programs were established; significant additions to the staff and major changes in program directions.

II. **Findings and Recommendations of the Previous Program Review**

Specify the date and type of previous program review (e.g., accreditation report, prior SCAP reviews, external reviews, etc.). Briefly outline the major findings and recommendations of the previous review and the unit's, colleges, and/or university's responses to them including actions taken as a result of the recommendations. Briefly outline the impact of changes made as a result of the previous review.

III. **Description of the Program**

Please organize the report utilizing the headings below. The text within each heading can be modified to better meet unit needs/dimensions. Clearly indicate your CIP Code (contact Institutional Research for appropriate code).

1. **Mission**

Describe the mission of the program and how it responds directly or indirectly to the mission of the college and the university.

2. **Alignment with the College and University Strategic Plan**

- a. Describe the goals of the program and the role of faculty and staff in setting these goals.
- b. Describe the process for assessing the extent to which goals are met.
- c. Describe ways in which program goals align with the College and University's strategic plan. Provide evaluation of the contribution of the program/institute/unit in advancing the college's or the university's overarching strategies and objectives.

3. **Demand for Department/Program**

Using data from the five prior years, describe demand for the program including the following data:

- a. Recruitment/admissions information, e.g., actual for current programs and projected;
- b. Provide actual enrollment statistics including SSCH, numbers of majors and minors and full time equivalent (FTE) student enrollment in all courses offered;
- c. Trend data for degrees awarded over last five years; and
- d. Evidence, quantitative and qualitative data, based on internal information or comparisons with peer programs, demonstration of serving constituents' needs.

¹ Updated 02/02/2016 to align with SCAP criteria

4. Relationship to Other Existing Programs

- a. Describe service to majors, minors, other programs and/or the common curriculum;
- b. Describe ways in which program enhances/complements existing programs and curricula;
- c. Describe ways in which program overlaps and collaborates with other existing programs; and
- d. Include copies of all DPCLs or Progression Plans (place in appendix).

5. Adequacy and Appropriateness of Resource Utilization

Evaluate the availability of resources to meet the program's priorities and build strengths.

- a. Current faculty resources, including those any available through consortial agreements
- b. Provide table of information from OIRE listing data from three prior years: list faculty, including type (i.e. tenured, tenure track, extraordinary, adjunct), number of courses taught, SCCH taught; also list staff and their title and function; list budgeted current vacant faculty and staff positions;
- c. Library (information resources and staffing);
- d. Information Technology, including, if relevant, learning management system capacity, network capacity, lab software, conferencing software
- e. Other academic support services, e.g., tutoring, student success center, etc.
- f. Administrative support staff resources
- g. Space requirements
- h. Classroom technology
- i. External grants, received or potential
- j. Contributions and impact on fundraising
- k. Annual operating budgets, and for units comprised of ≥ 3 FTE faculty, aggregated salary data since the last review (provide analysis)
- k. Accreditation expenses, if applicable.

6. Assessment

- a. Provide the program's assessment plan that includes student learning objectives, processes, implementation, and projected results;
- b. Provide assessment results addressing performance improvement plans, reviews, and student satisfaction, such as senior exit interviews, FYE surveys or other satisfaction inventories;
- c. Provide the results of external reviews;
- d. Describe the structure and process of administrative and academic oversight;
- e. Describe impact on accreditation or certification;
- f. Discuss ways that the assessment data have been used to enhance the program, i.e., close the loop of information.

7. Future Plans

- a. Based on the results of the self-study, discuss the program's strategic plans within existing resources?
- b. Should limited additional resources become available, specify programmatic initiatives the program would like to pursue. Discussion should outline plans in growth areas and resource allocation/reallocation for the next 5 years.