Appendix B: Guidelines for Preparation of a Self-Study Report For Academic Program Review

Introduction:

The self-study report of an academic program describes the academic program using a common set of institutionally determined standards and criteria. The self-study report, together with external reviewer's input, identifies the program's strengths, challenges and opportunities, and provides a basis for informed decision making about future directions. The report is structured around the APR standards and criteria and agreed-upon unit-specific indicators, and should be built upon evidence that clearly indicates how the criteria are being met.

Guidelines for Writing the Self-Study Report

The self-study report is prepared by the responsible faculty and department chairperson or director of the program under review. The report should include relevant data supplied by the Office of Institutional Research (enrollments, FTE ratios, performance of graduates, etc.). The report is expected to provide a review of these data, along with other information collected through program-based assessment and other review processes. The program should utilize these data to explain its status with respect to the standards and criteria included in these guidelines. Evaluation data from existing reviews of the program such as accreditation reports, and any program changes made in response to accreditation reviews, should be incorporated into the self-study report wherever appropriate.

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Section One: General Information

The General Information section provides factual data about the program, including name of the program, program type, college or school in which the program is located, name of the chairperson/director of the program, name of the dean of the academic unit, names of faculty writing the report, and date of the report. The process used to develop the report and the participation of different constituencies in its formulation should be described.

Section Two: Introduction/Overview

The Introduction/Overview section establishes the background and context for the review. It should include a brief history of the program, a brief description of its present status, the goals and mission of its graduate and undergraduate programs, unique and distinguishing characteristics, and links with other units such as joint faculty appointments, cross-listed courses, shared undergraduate and graduate service courses, and research collaborations.

Section Three: Standards and Criteria

In this section the program provides data for each standard and criterion. The standards are:
- I)   Contribution to Mission
- II)   Program Quality
- III)   Demand
- IV)   Societal Need
- V)   Quality Control Mechanisms; and
- VI)   Efficiency

In addressing Standard I, *Contribution to Mission*, the program should identify courses it offers that contribute to the University's General Education program.

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discussion should include ways in which the unit can be strengthened without receiving additional internal resources.

Section Six: Appendices

Supporting data and materials may be appended to the main body of the report.

d) Faculty performance – Faculty demonstrate effectiveness in teaching and student advising, scholarship, and service, as evidenced by evaluations, awards, honors, grants, research contributions, publications, citations, and service endeavors.

e) Student performance – The program assess student mastery of learning outcomes by means of direct and indirect assessments, performance in the field, professional achievements, and performance on professional licensure exams.

b) to monitor on an ongoing basis, the design and delivery of the curriculum/curricula as informed by student outcomes.

c) for ongoing evaluation of clearly stated student outcomes. This includes but is not limited to direct and indirect assessments of student learning at the course level. The program has a sustainable cyclical assessment plan in place to evaluate students' achievement of each program outcome, as well as a process for using assessment data to inform specific changes that are intended to improve student outcomes.

d) to monitor the quality of student advising.

e) to utilize data gathered in 5b-d to determine needed changes in tactics, policies, curriculum, and course contents.

f) To plan and implement the self-determined changes in a timely manner.

Standard VI: The program accomplishes effectively its educational and related purposes

Criterion 6: The *effectiveness* of the program is reflected by:

a) improvements in the design and delivery of the curriculum based on assessment of student achievement of program learning outcomes, new knowledge in the discipline, societal need, and demand for the program.

b) measures to maintain or improve high quality student advising, including career preparation advising.

c) programmatic features that foster an appreciation of cultural and intellectual diversity.

d) linkages with other programs, including articulation agreements, co-sponsored academic majors, minors, or concentrations, joint appointments of faculty members, cross-listed courses, student internships, practica, or field-based projects with organizations outside the University, resources shared with other academic units, dual degrees, and 3-2, 4-1, or other undergraduate + graduate degree arrangements.

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