**PROGRAM SELF STUDY**

**Due July 1 to Associate Provost/Dean of the Graduate College**

Preparation of the self-study begins in the fall semester, and all departmental faculty and administrators should play a significant role. Although the initial draft may be written by a subcommittee, all members of the department should have the opportunity to participate in producing and approving the final draft.

In the first section, you’ll discuss the alignment of your program with the university. In the second, you will use data that will generally be a composite from your annual reviews regarding specific areas such as enrollment, retention, etc. For each area, you will provide data, discuss and interpret any changes, and address the ramifications and next steps. Section 3 is a SWOT analysis, and you’ll take a broad, high-level view of the information from Section 2 to describe your programs’ strengths, weaknesses, opportunities, and threats.

At this time, there is not a limit on the length of the self-study. However, departments are encouraged to be concise so that it is feasible to provide a comprehensive review of materials.

**Components of the Self-Study**

Section 1: Description of the Program(s), Mission Statement, and Long Range Plan

o Describe alignment between the program’s and university’s

Long Rang Plan

Section 2: Cumulative Review (typically based on 7 years)

o Enrollment Management (talk about how enrollment is affected by both both recruitment and retention…

 Recruitment

 Data

 Interpret any changes, discuss ramifications and next steps

o Retention

 Data

 Evaluation, Interpretation, Suggestions

* Graduation Rates

 Data

 Evaluation, Interpretation, Suggestions

o Strategies Used to Track Graduating Student Outcomes

* Undergraduate
	+ - * Knowledge Rate
			* Success Rate (defined as employed full- or part-time, in volunteer service program or the military, or continuing education)
* Graduate
	+ - * Knowledge Rate
			* Success Rate (defined as employed full- or part-time, in volunteer service program or the military, or continuing education)
* Other Relevant Outcomes Data (standardized exams, satisfaction surveys, graduates positive impact on region and state, etc.)
	+ Evaluation, Interpretation, Suggestions

o Strategies for Student Success

 Evaluation, Interpretation, Suggestions

o Strategies for Increased Access (online, evening/weekend, etc.)

 Description

Strategies to document comparability among modalities

 Evaluation, Interpretation, Suggestions

o Strategies for Increasing Diversity (Students and Faculty; Domestic and International)

 Description

 Evaluation, Interpretation, Suggestions

o Curricular Changes

 Description

 Evaluation, Interpretation, Suggestions

o Assessment of Student Learning in General Education Courses (if applicable)

 Data

 Evaluation, Interpretation, Suggestions

* Assessment of Student Learning in Departmental Courses
* Faculty Teaching and Advising (e.g., % courses taught by ranked faculty, other FT faculty, per course; strategies for assessing quality of teaching and results)

 Data

 Evaluation, Interpretation, Suggestions (include strategies to increase teaching effectiveness for both FT and PT faculty)

o Faculty and Student Scholarship

 Data

 Evaluation, Interpretation, Suggestions

o Faculty Service

 Data

 Evaluation, Interpretation, Suggestions

o Faculty and Student Involvement in Public Affairs

 Data

 Evaluation, Interpretation, Suggestions

o Departmental Resources

 Description

 Evaluation, Interpretation, Suggestions

Section 3: SWOT Analysis and Questions/Issues for External Reviewer to Address

Appendix with all faculty vitae