



Basic Self Study

Review Template

Overview

The self-study documents an academic unit's activities and performance over the past five years and based on this past, provides a plan for future direction. The self-study should articulate ways in which instructional, research, scholarship, and creativity, and outreach programs might be changed or improved **within currently available university resources** to maximize the use of its human and material resources. The Review Team members receive a copy of the self-study prior to the on campus visit to focus their review efforts. Therefore, self-study documents should be written so that they are sufficiently comprehensive for the external Review Team experts in the field, as well as accessible to S&T constituents outside the field or discipline. Putting together this document should involve all members of a

An effective self-study process:

- Has an impact beyond the Review Team visit. Highly effective self-studies produce findings and recommendations that the unit, department, college, or university should address.
- Focuses on the purpose of improving teaching and learning, research, scholarship, and creativity, and service activities including community engagement.
- Builds on existing and ongoing self-evaluation/continuous improvement processes. A well-designed self-study builds on what is already in place and makes use of data that already exists.
- Explicitly addresses strengths and weaknesses to promote a focus on needed changes.

The self-study should include headings, page numbers, and appendices where needed, and also include a table of contents, so reviewers can easily locate sections of the report. Appendices may be used to provide additional information. The following general areas are suggested and include potential examples of supporting detail.

- I. Executive Summary
- II. Department Profile
 - a. Brief overview of the department's history, in particular overview of the last reporting period.
 - b. Department vision, mission, and values and their relationship to the college and campus strategic mission and priorities.
 - c. Identify opportunities and key challenges facing the department.



- d. Provide a description of department structure, faculty, staff, and facilities.
- e. Assess the quality of the program by identifying peer and aspirant peer programs and describe what distinguishes this department/unit from its peer nationally.
- f. Other as appropriate.

III. Instructional – Teaching and Learning

- a. Provide information that documents and describes the program's efforts to educate students through a curriculum that is relevant, rigorous, current, and coherent.
 - i. List and describe the degrees, emphasis areas, minors and certificates as appropriate.
 - ii. List enrollment and graduation data over the past five years.
 - iii. List and describe any program educational objectives and program outcomes and how they support the college and university initiatives, goals, and objectives.
 - iv. Describe any processes or methods used for assessment and continuous improvement related to curriculum.
 - v. Describe any changes to the curriculum and their impact (if any).
 - vi. Describe efforts to engage students, faculty, staff and other constituents in fostering an inclusive and collegial program that supports student success.
 - vii. Describe the department's approach to undergraduate and graduate advising, both career and academic.
 - viii. Describe any tracking methods or collection of data to monitor retention and graduation rates.
 - ix. Provide any other qualitative or quantitative information which provides indicators of program and student educational success.

IV. Research, Scholarship and Creativity (RSC)

- a. The self-study should provide information that reveals the program's efforts to develop high quality programs in research, scholarship, or creativity (RSC) and external funding (when appropriate).
 - i. Provide evidence of quantity and quality RSC using traditional measures as appropriate to the discipline.
 - ii. Describe your department's overall RSC output as compared to identified peer programs.
 - iii. Describe how RSC supports college and university initiatives and objectives.
 - iv. Describe or provide any indicators (if any) of efforts to increase the level of RSC in your department.

V. Service and Community Engagement

- a. The self-study should provide information and documentation indicating levels of service activity and their impact to the department, college, campus, community, state, nation, and profession.

VI. Other

- a. Provide any other qualitative or quantitative data to provide an accurate and complete self-study.

VII. Appendices as appropriate. Suggested appendices include faculty vitae, program strategic plan, examples of assessment and continuous improvement, and other tabular or graphical data which supports the self-study narrative.

**Suggested overall length for the narrative is 20 – 25 pages.*