

## Program Self-Review Guidelines

The self-review committee develops a Self-Review Report. The report should provide an understandable, clear, and succinct summary of each of the items listed in the Self-Review Report outline. Items that are not applicable should be indicated as such. When tables are included, a brief discussion of the data should be provided with plausible explanation. The Self-Review Report should contain the following elements:

**TITLE PAGE** including the name of the academic unit, the college, contact information, and the website address for the unit.

**SELF-REVIEW REPORT** examines trends for *each* degree program within the academic unit as defined by the first four digits of the corresponding CIP code at each level of instruction (bachelor's, master's, and doctoral levels) for the past five years unless another timeframe is requested. The self-review should include the major headings noted below:

### Part I. ACADEMIC UNIT

*To be completed for the academic unit as a whole*

#### A. ACADEMIC UNIT DESCRIPTION

1. **Vision, mission, and goals**  
Describe the vision, mission and goals of the academic unit and how the academic unit's goals relate to the mission of the University and the College.
2. **Strategic plan**  
Include a copy of the academic unit strategic plan in an attachment.
3. **Degree and certificate programs**  
List the degree and certificate program(s) offered by the academic unit.
4. **Service course obligations**  
If the academic unit has service course obligations to the general education core curriculum, to developmental education, to academic programs in other units, or to interdisciplinary programs, explain the relationship of these obligations to the unit's strategic plan.
5. **Licensing/Accrediting bodies**  
Cite the name of external licensing or accrediting body (if applicable). Include a list of programs licensed or accredited, standards for accreditation, and the latest accreditation report.

## B. FACULTY

1. **Faculty qualifications**
  - a. **Faculty list**

List all faculty noting faculty rank and highest degree earned. Indicate faculty who are assigned to specific programs and those who have graduate faculty appointments.
  - b. **Faculty qualifications**

Summarize faculty qualifications, and include current faculty vitae of all faculty in an attachment.
  - c. **Graduate faculty criteria**

Describe the criteria for appointment to the Graduate Faculty in the academic unit and provide a copy of the unit's current policy in an attachment, if available.
2. **Faculty publications**

Analyze faculty publications and scholarly/creative activities.
3. **Faculty external grants**

Analyze external grant and contract funding identifying the sources of funds.
4. **Faculty teaching load\***

Describe faculty teaching loads. List ways the faculty and graduate students contribute to institution-wide instructional efforts, i.e., general education, honors program, RRHEC and other off-campus instructional outreach programs.
5. **Faculty/Student ratio\***

Describe the faculty/student ratio.
6. **Faculty achievements**

Analyze faculty achievements not covered above including awards, honors, and professional and public service.
7. **Faculty profile**

Describe how the typical faculty profile has changed and how it is expected to change during the next three to five years.
8. **Faculty community/public service**

Describe activities that the academic unit provides in the community for the purpose of sharing knowledge or information, e.g., faculty presentations in the community, etc.
9. **Teaching evaluation**

Describe methods used to evaluate the quality of teaching. Attach evaluation instruments. Provide evidence of assessment results and explain how results have been used to modify and/or improve the program.
10. **Faculty development**

Describe faculty development programs within unit (e.g., travel funding, release time for research/scholarly/creative activity, developmental leaves, speakers, conferences).

## C. RESOURCES

1. Facilities and equipment
2. Finances and resources  
Report income versus expenditure analysis results. (*Note: Data on income will be provided by the Budget Office. \**)
3. Library holdings and allocations\*
4. Program administration
5. Unit staff
6. Developmental activities  
Describe special resources available through endowments and gifts, and plans to expand these resources.

## D. CONCLUSIONS AND RECOMMENDATIONS

Base discussion on major sections previously addressed (***Academic Unit, Faculty, and Resources***). Also, provide separate conclusions and recommendations in Part II for Curriculum and Students for **each** academic program described below.

## Part II. ACADEMIC PROGRAM

*To be separately completed for **each** academic program offered by the unit*

### A. ACADEMIC PROGRAM

1. Program Name, CIP code, and Level

### B. PROGRAM CURRICULUM

1. Rigorous and coherent course of study compatible with program and institutional mission and goals  
Illustrate how the content of the program demands increasing levels of integration of knowledge allowing students to progressively advance in critical skills. Describe the educational goals for the program and how they relate to the academic unit goals as well as the college and university goals. For graduate programs, describe how the program is structured to include knowledge of the literature of the discipline and to ensure engagement in research and/or appropriate professional practice and training.
2. Curriculum development, coordination, and delivery  
Provide evidence of sufficient offerings and balance among the various specialties to meet student needs, interests, and market demands, i.e., sufficient breadth of course offerings as well as sufficient depth for specialization. Describe coordination and delivery in respect to number and qualifications of faculty and student demand.

3. **Required/Recommended courses from other academic units**  
List courses offered in other academic units that serve the majors and describe what objectives the courses meet.
4. **Program curriculum and duration in comparison to peer programs**  
Describe how the curriculum is similar and different from selected peer programs in content and duration.
5. **Co-curricular opportunities**  
Describe program-related co-curricular opportunities to enhance student learning, such as internships and practicums, study abroad, and academic clubs and organizations.
6. **Student learning outcomes assessment\***  
Provide five years of student learning outcomes assessment reports. Analyze the findings for the five years and specifically describe how the assessment findings have been used to improve the program.
7. **Market demand**  
Demonstrate need for the program's graduates. Use pertinent local, state, national, and international studies and changes in market demand to justify response. .
8. **Marketable skills**  
List the marketable skills students obtain through required program curriculum. Describe the process for determining and updating marketable skills and the stakeholders involved in the process.

## C. STUDENTS AND GRADUATES

1. **Student demographics\***  
Describe enrollment by:
  - (a) classification,
  - (b) diversity-gender,
  - (c) and ethnicity, and
  - (d) probation and suspension.
2. **Student time-to-degree\***  
Analyze trends in time-to-degree.
3. **Student publications and awards**  
List student publications and awards.
4. **Student retention\***  
Analyze trends in retention rates
5. **Student graduation\***  
Analyze trends in graduation.
6. **Student enrollment including number of students and SCHs\***  
Provide total enrollment figures and number of SCHs generated.

7. Graduate licensure rates (if applicable)  
Analyze trends in licensure rates.
8. Graduate placement  
Describe employment or further education/training.
9. Number of degrees conferred annually\*  
Analyze trends in the number of degrees conferred.
10. Admissions
  - a. Admission scores\*  
Report admission scores (SAT, ACT, GRE, etc.) of enrolled students.
  - b. Admission requirements and review  
Review admission requirements and application review process and assess their implications for the academic unit during the next five years.
  - c. Recruitment  
Describe the academic unit's student recruitment activities. Address any steps taken to obtain a diverse student population.
11. Student support services  
Describe student support services including academic advising, support for student involvement in professional meetings/activities, and scholarships and assess the effectiveness of each.
12. Alumni relations  
Describe the efforts the academic unit has undertaken to maintain a relationship with alumni.

#### D. CONCLUSIONS AND RECOMMENDATIONS

Provide conclusions and recommendations for **Curriculum** and **Students and Graduates** for the specific academic program described above.

\*Data will be provided by Institutional Research, the Budget Office, the associate vice president for Institutional Effectiveness, or the University Library.