
Appendix III. Self-Study Guidelines

The following guidelines are designed to assist units as they conduct the self-study and report on the results. The purpose of developing a set of guidelines is to insure a reasonable level of institutional consistency and yet allow for flexibility in the self-study process. While the self-study is intended to focus on a small number of strategic issues, it also provides an opportunity for the unit to examine its purpose within the context of university priorities, present an analysis of its programs of study, identify changes within its field or discipline and make recommendations for improvement. The format provided in these guidelines can be used for the self-study report or a different format can be used by mutual agreement between the unit head and the Provost. It is anticipated that the self-study report is no more than 25-30 pages excluding the data in the appendixes.

I. Executive Summary

Please include an executive summary that is 3-5 pages in length. Identify the strategic focus of the self-study, key points of the unit's analysis of the strategic issues, and a set of recommendations. Describe the process used, constituencies involved, and proposed action steps for program improvement, especially any opportunities for innovation and distinctiveness.

II. Results of Previous Reviews

Please include a brief description of the results of previous reviews (internal or external) and the resolution of any outstanding issues from the reviews. Provide any necessary documentation including the Action Plan from the previous review, if available.

III. Overview of the Unit and Programs

This section is intended to present information about the unit that will help the reviewers to position the unit within the university and among its peers outside the university. Some of the data is available in the data repository or, if necessary, may be obtained from OIRA, the Provost's office or the Office of Finance. The following suggested data items could be included in the self-study based on relevance to the strategic issues and should be included in an appendix.

1. Strategic Priorities and Goals

Brief description of the strategic priorities of the unit, its research, teaching, and outreach goals, distinctive programs and areas of excellence, outstanding faculty, or student achievements over the last three years, and emerging trends in its external environment.

- a. Unit mission, purpose, strategic priorities, and goals
- b. Support of and alignment with university mission and strategic priorities

- c. Unit accomplishments and distinctiveness among peers and aspirational institutions, e.g., academic reputation, rankings, research grants awarded, niche programs, faculty and student accomplishments, signature programs, high impact learning experiences.
- d. Current or anticipated external or internal changes that may impact the unit

2. Academic Programs

Description of undergraduate, graduate and PhD programs and/or majors – enrollment, student outcomes, courses taught, and high impact learning experiences.

- a. Name and number of degrees, majors, certificates, or other clinical experiences offered, number of enrolled students by program or department or degree over the past 5 years
- b. Graduates by degree, major or program over the past 5 years (undergraduate, graduate and PhD)
- c. Class size by lower and upper division undergraduate, graduate, PhD over the past 5 years
- d. Number of courses and credit hours taught in the college, the department, or major, fall and spring for past 5 years
- e. Percent of credit hours taught to majors or degree-seekers within the unit and outside the unit over the past 5 years
- f. High impact student learning experiences including courses that provide research experiences, internships, service learning opportunities or special programs offered by centers, institutes, clinics, or outreach programs

3. Student Enrollment, Outcomes and Assessment

Recruitment, retention and five year program enrollment history, measures of student success, and assessment of student learning outcomes. Results of surveys that assess other student outcomes.

- a. Recruitment, retention, and enrollment trends by college, major or degree, diversity history
- b. PhD placements (5 year history)
- c. Assessment of student learning outcomes (undergraduate and graduate) by major or degree
- d. Undergraduate and graduate student placement statistics, graduate schools attended, employer surveys, recruiter feedback on desirable skills
- e. Pass rates on graduate placement or professional exams compared with national norms
- f. Results of surveys of student satisfaction with teaching, advising, exit surveys, recruiter surveys, other internal or external benchmarks used by the unit

4. Faculty Recruitment, Profile, and Productivity

Faculty recruitment strategies, hiring and promotion, faculty diversity goals, faculty with nationally recognized expertise. Teaching and research productivity, faculty diversity, support of faculty including faculty development programs.

- a. Faculty diversity, status of recruitment and hiring in targeted fields, joint appointment or interdisciplinary hires over the past 5 years
- b. Teaching loads and faculty workloads (credit hours), average class sizes by faculty
- c. Percentage of students taught by tenure track faculty, by full time participating faculty, by part time faculty, percent of full time tenure track faculty, full-time adjuncts and part time adjuncts, participation of non-tenure track faculty in teaching, research and service
- d. Faculty development opportunities for tenure track full time and adjunct full time and part time faculty, incentives for innovation and new programs, support for research, teaching and service, faculty mentorship programs, faculty involvement in outreach and external activities

5. Infrastructure and Financial Profile

Issues related to the learning and teaching environment, infrastructure such as technology, lab and special facilities, research support, and process improvements

- a. Unit financial profile (5 years)
- b. Review of facilities, space, equipment, technology, and learning environment
- c. Research support (5 year history)
- d. Internal improvement in instructional or service delivery (e.g., internal reallocation of resources, technology improvements, changes in advising, staffing, or support services, etc.)

IV. Identification and Analysis of Strategic Issues

Please discuss the strategic issues for the unit, providing background information as necessary and referring to data in the previous section as needed. These issues are typically established through an assessment of the unit's strengths, weaknesses, threats, and opportunities and an analysis of these should be included in this section. Strategic issues might be motivated by internal or external trends or changes. These might include opportunities to advance university goals or strategic priorities, respond to enrollment trends, improve student outcomes, create interdisciplinary research initiatives, enhance faculty recruitment and retention strategies, or respond to a changing workplace environment. Please identify factors that may be causing the unit to face new challenges or opportunities in your discussion.

V. Recommendations

Please provide specific recommendations and steps that could be taken to address the strategic issues for the unit. Please include scenarios that resolve the issues with and without new resources. In the current environment, innovative and efficient use of existing resources typically provides the most feasible path forward. These recommendations will be shared with the internal and external review and will be used to create a proposed set of action steps.

