

SELF-STUDY REPORT GUIDE

This Guide explains the contents that need to be included in the Self-Study Report. Each program must adhere to the general principles and the study of specified categories outlined in the Guide. At the same time, programs have the flexibility to define their own methods to address each category. In addition to serve as a self-assessment and help to develop a quality culture across the university, this report can be used as a basis for continuous improvement and quality enhancement of the program. The report will help identify the potential areas that need improvements and the strategies to implement the action plans for enhancement.

GENERAL CATEGORIES FOR PROGRAM REVIEW

Programs will be reviewed in the following categories:

- C1. Education
 - C1.1 Undergraduate Program
 - C1.2 Graduate Program
- C2. Research
- C3. Students
 - C3.1 Undergraduate Students
 - C3.2 Graduate Students
- C4. Faculty
- C5. Facilities
- C6. Institutional Support
- C7. Decision Making Processes
- C8. Continuous Improvement

2. EDUCATION

Each program must address the following topics for its undergraduate education. If the program is offering graduate degrees, it must similarly assess its graduate education as well.

A. Program's Educational Goals

Program's Educational Goals (PEG) are the broad statements that address institutional and program mission statements on education. They are designed to meet the interests of various stakeholders.

List the PEG's and state how these can be accessed by the general public.

B. Consistency of the Program's Educational Goals with the Mission of the Institution

Describe how the program's educational goals are consistent with the educational mission of the institution.

C. Program Constituencies

List the program constituencies. Describe how the program's educational goals meet the needs of these constituencies.

D. Process for Review of the Program's Educational Goals

Describe the process that periodically reviews the goals including how the program's various constituencies are involved in this process. Describe how this process is systematically utilized to ensure that the program's goals remain consistent with the institutional mission and the program constituents' needs.

E. Program Outcomes

Program outcomes define the knowledge, skills and attitudes to be acquired by the students. They must be able to meet the program's educational goals. List the program outcomes and state how they are disseminated. Discuss the method used to define the program outcomes.

F. Relationship of Program Outcomes to Program's Educational Goals

Describe how the program outcomes prepare graduates to attain the program goals.

G. Describe the performance standards and assessment for each program outcome.

Describe the direct (statistical samples of student work that support the attainment of outcomes and areas for improvement) and indirect measurements (surveys, interviews or focus groups with students, parents, etc.) that you use to assess your program outcomes. Describe how you make sure that all graduates meet the expected standards on program outcomes.

H. Curriculum

There must be a curriculum to support the program educational goals and outcomes.

1. Complete a Curriculum Table that describes the plan of study for students in this program including information on course offerings in the form of a recommended schedule by year and term along with maximum section enrollments for all courses in the program for the last two terms the course was taught.
2. Course learning objectives must be constructed to support the program outcomes. Course learning objectives are explicit statements of what students in a course should be able to do to demonstrate their mastery of course.
3. Describe how the curriculum aligns with the program goals and the attainment of the program outcomes.

3. RESEARCH

A. Mission Statement

Provide the institutional mission statement on research.

B. Program's Research Goals

List the program's research goals and state where these can be found by the general public.

C. Consistency of the Program's Research Goals with the Mission of the Institution

Describe how the program's research goals are consistent with the mission of the institution.

D. Program Constituencies

List the program constituencies. Describe how the program research goals meet the needs of these constituencies.

E. Process for Review of the Program Research Goals

Describe the process that periodically reviews the program research objectives including how the program's various constituencies are involved in this process. Describe how this process is systematically utilized to ensure that the program's research goals remain consistent with the institutional mission, the program constituents' needs and these criteria.

F. Program Research Outputs

Program research outputs must be able to meet the program's research goals. List the program research outputs. Discuss the method used to define them.

G. Relationship of Program Research Outputs to Program Research Goals

Describe how the program research outputs help to attain the program research goals.

H. Describe the Performance Standards and Assessment for Each Research Output.

Describe the measurements used to assess the research outputs.

4. STUDENTS

Address each subcategory below for both undergraduate and graduate students (if applicable).

A. Student Admissions

Summarize the requirements and process for accepting new students into the program.

B. Student Performance

Summarize the process by which student performance is evaluated and student progress is monitored.

C. Transfer Students and Transfer Courses

Summarize the requirements and the process for accepting transfer students and transfer credit.

D. Exchange Students

Summarize the requirements and the process for accepting transfer students and transfer credit.

E. International Students

Summarize the requirements and process for accepting international students.

F. Advising, Tutoring and Career Guidance

Summarize the process for advising, academic tutoring and providing career guidance to students. Include information on how often students are advised, who provides the advising.

G. Graduation Requirements

Summarize the graduation requirements for the program and the process for ensuring and documenting that each graduate completes all graduation requirements for the program.

H. Placement of Graduates

Provide information on where the graduates are employed and any mechanism used for placement.

5. FACULTY

A. Faculty Size and Workload

Describe how the faculty are adequate to cover all the curricular and research areas of the program. This description should include the composition, size, credentials, both educational and research experience of the faculty. Include a Table of faculty qualification and faculty resumes.

Describe the extent and quality of faculty involvement in interactions with students, student advising and counseling, university service activities, professional development, interactions with industrial and professional practitioners, research sponsors.

B. Professional Development

Provide detailed descriptions of professional development activities for each faculty member.

C. Authority and Responsibility of Faculty

Describe the role played by the faculty with respect to course creation, modification, and evaluation, their role in the definition and revision of program educational and research objectives and program outcomes.

6. FACILITIES

A. Offices, Classrooms and Laboratories

Summarize each of the program's facilities in terms of their ability to support the attainment of the educational and research goals and to provide an atmosphere conducive to learning and research.

1. Offices (such as administrative, faculty, clerical, and teaching assistants) and any associated equipment that is typically available there.
2. Classrooms and associated equipment that are typically available where the program courses are taught.
3. Laboratory facilities including those containing computers (describe available hardware and software) and the associated tools and equipment that support instruction and research.

B. Computing Resources

Describe any computing resources (workstations, servers, storage, networks including software) in addition to those described in the laboratories in Part A, which are used by the students in the program. Include a discussion of the accessibility of university-wide computing resources available to all students

via various locations such as student housing, library, student union, off-campus, etc. State the hours the various computing facilities are open to students. Assess the adequacy of these facilities to support the scholarly and professional activities of the students and faculty in the program.

C. Guidance

Describe how students in the program are provided appropriate guidance regarding the use of the tools, equipment, computing resources, and laboratories.

D. Maintenance and Upgrading of Facilities

Describe the policies and procedures for maintaining and upgrading the tools, equipment, computing resources, and laboratories used by students and faculty in the program.

E. Library Services

Describe and evaluate the capability of the library (or libraries) to serve the program including the adequacy of the library's technical collection relative to the needs of the program and the faculty, the adequacy of the process by which faculty may request the library to order books or subscriptions, the library's systems for locating and obtaining electronic information, and any other library services relevant to the needs of the program.

7. INSTITUTIONAL SUPPORT

A. Leadership

Describe the leadership of the program and discuss its adequacy to ensure the quality and continuity of the program and how the leadership is involved in decisions that affect the program.

B. Program Budget and Financial Support

1. Describe the process used to establish the program's budget and provide evidence of continuity of institutional support for the program. Include the sources of financial support including both permanent (recurring) and temporary (one-time) funds.
2. Describe how teaching is supported by the institution in terms of graders, teaching assistants, teaching workshops, etc.
3. To the extent not described above, describe how resources are provided to acquire, maintain, and upgrade the infrastructures, facilities, and equipment used in the program.
4. Assess the adequacy of the resources described in this section with respect to the students in the program being able to attain the student outcomes.

C. Staffing

Describe the adequacy of the staff (administrative, instructional, and technical) and institutional services provided to the program. Discuss methods used to retain and train staff.

D. Faculty Hiring and Retention

1. Describe the process for hiring of new faculty.
2. Describe strategies used to retain current qualified faculty.

E. Support of Faculty Professional Development

Describe the adequacy of support for faculty professional development, how such activities such as sabbaticals, travel, workshops, seminars, etc., are planned and supported.

8. DECISION MAKING PROCESSES

Decision making processes in the program, College and upper Administration should be organized to the support the educational objectives, implementation and assessment of the program.

9. CONTINUOUS IMPROVEMENT

This section of your report should describe how the results of these assessment and evaluation processes are utilized to affect the continuous improvement of the program.

Assessment is defined as one or more processes that identify, collect, and prepare the data necessary for evaluation. Evaluation is defined as one or more processes for interpreting the data acquired through the assessment processes.

Each category C1-C8 is subject to continuous improvement. In particular:

Describe what kind of inputs and evaluation processes have been used in the continuous improvement of the particular topic under study. Describe the results of any changes made in the past. Indicate any significant future improvement action plans based upon recent evaluations. Provide a brief rationale for each of these planned changes.