RESEARCHING AND WRITING SELF-STUDY REPORT

Departments collect and analyze data relevant to the self-study report. In writing the report, departments conduct an evidence-based analysis of the program’s quality and sustainability by: 1) discussing and analyzing relevant data and 2) identifying key discoveries and proposing changes for improvement. Departments build upon these discoveries to create program goals and propose changes for quality improvement.

The University expects broad faculty participation in the interpretation of data, discussion of results, and decisions for improvement.

SELF-STUDY REPORT OUTLINE

Department Overview

- Department profile, including what was learned and accomplished as a result of the last review

Assessing Program Quality

1. Student Learning & Assessment
2. Student Satisfaction
3. Graduate’s Success
4. Academic Curriculum
5. Faculty Quality

Assessing Program Sustainability

6. Student Retention, Attrition, and Graduation Rates
7. Contributions to the University
8. Societal and Professional Need

Proposed Program Quality Improvement

9. Five-Year Program Goals
10. Overview of Proposed Changes and Resources Needed
SELF-STUDY WRITING GUIDELINES

DEPARTMENT OVERVIEW (1 PAGE)

Create a profile of your program that describes your department and its mission, vision, etc. Include what was learned in the last program review and what changes were made based on those findings.

ASSESSING PROGRAM QUALITY

1. STUDENT LEARNING & ASSESSMENT (1-2 PAGES)

How well do your program learning outcomes represent the scope and depth of learning appropriate to the degree/certificate program and appropriate to the standards of your discipline/profession offered?

How well do your annual assessment results give you useful information for guiding ongoing program improvements?

Include in your discussion:

- Level of achievement of academic standards for success
- Routine utilization of assessment results for program planning and improvement
- Current methods/procedures for assessing achievement of student learning outcomes
- Impact of program improvements on student learning

2. STUDENT SATISFACTION (1-2 PAGES)

How satisfied are students with your program’s curriculum, faculty, program administration, general learning environment, campus facilities and student services? Do their answers meet your expectations?

How proud are they of your program and BYUH?

Include in your discussion:

- Student satisfaction as measured by student and alumni surveys
- Focus groups with students
- Other evidence

3. GRADUATES’ SUCCESS (1-2 PAGES)

To what extent are graduates of your program succeeding in relevant careers, graduate programs, community service, creative endeavors, ways of living, or additional methods of determining graduate success?

Include in your discussion:

- Student perceptions about attaining their personal and professional goals
• Information from employers, graduate schools, licensure exams or other external sources to assess graduates’ degree of success
• Other kinds of achievements and/or outcomes used to measure graduate success

4. ACADEMIC CURRICULUM (1-2 PAGES)

How well does your program offer sufficient opportunities for students to learn relevant disciplinary and professional knowledge, skills, competencies, etc. for the type and level of degree/certificate conferred?

Include in your discussion:
• Alignment between courses and program learning outcomes
• Scaffolding (how all the parts build on each other in a progressive, intentional way) and scheduling of courses so students can follow the best sequence
• Whether students take courses in the recommended sequence
• Devote one paragraph speaking to academic labs offered by your program/department

5. FACULTY QUALITY (1-2 PAGES)

How well does your overall faculty meet the needs of your program (e.g., in terms of teaching experience, areas of expertise, academic qualifications, committee and advising needs, etc.)?

What are the particular strengths and areas for improvement in your program’s faculty composition?

Include in your discussion:
• Standards for faculty hiring
• Professional development and evaluation processes
• Distribution of faculty workload
• Evaluation of the teaching effectiveness of faculty
• Integration of adjunct faculty into the program beyond the courses they teach

ASSESSING PROGRAM SUSTAINABILITY

6. STUDENT RETENTION, ATTRITION, AND GRADUATION (1-2 PAGES)

Is your program attracting, retaining, and graduating the mix of students you seek in your program (target markets, qualifications, etc.)?

How effective are your recruitment and admission processes?

What does your program do to improve retention, attrition, and graduation rates?
7. CONTRIBUTIONS TO THE UNIVERSITY (1-2 PAGES)

In what ways does your program contribute to the University?

Include in your discussion:

- Mission alignment
- External accreditation (if applicable)
- Unique contributions
- External recognition

8. SOCIETAL AND PROFESSIONAL DEMAND (1-2 PAGES)

How does this program meet/address societal and professional needs (including partnerships with organizations, community involvement, specialized accreditation, etc.)?

Include in your discussion:

- How this program meets current and potential future trends within the labor market and society
- How this program differentiates itself from its competition
- Any foreseen modifications that may be needed in order to stay competitive.

PROPOSED PROGRAM QUALITY IMPROVEMENT

9. FIVE-YEAR PROGRAM GOALS (1 PAGE)

Identify the key goals that need to be achieved over the next five years to fulfill your mission. Prioritize in order of importance and indicate who will follow up and when it will be completed.

10. OVERVIEW OF PROPOSED CHANGES AND RESOURCES NEEDED (1-2 PAGES)

Other than adding new faculty, what changes would you propose to significantly improve the quality of your program?

Review and reflect on all parts of your self-study and for each proposed change list:

- Brief description of significant proposed changes to improve your program
- Rationale and evidence from your self-study report that support this change
- Rationale and evidence from your mission that support this change
- Resources needed for implementing this change

REQUIRED APPENDICES:
Assessment Plans: Attach annual assessment plans and other pertinent evidence related to assessment of learning (e.g. rubrics, copies of survey instruments, other assessment instruments).

Stewardship and Budget Reviews:
- Inputs (faculty, etc.)
- Objectives (Department and student learning outcomes)
- Assessments (what and how they're measuring and how they're doing)
- Analysis (What does it all mean? Are there any gaps? What are they going to do about it?)

Department Report Cards/Dashboards

Student Satisfaction Survey Results: Attach evidence related to student satisfaction.

Graduate Survey Results: Attach evidence related to graduate survey information.

Outcomes Alignment Matrix: List all courses offered in your curriculum. Identify program learning outcome/s taught in each course and at what level- (H) High, (M) Medium, (L) Low, or (N) No coverage. Also attach other pertinent evidence of curriculum alignment.

Faculty CVs: Attach, in alphabetical order, all active faculty CVs

Faculty Work/Teach Load: List teaching load and other assigned duties for each faculty.

Student Retention, Attrition, and Graduation Data: Attach pertinent evidence related to student retention, attrition, and graduation.

Student Demographics: Attach student demographics by gender, age, ethnicity, etc. Also attach other pertinent evidence related to student demographics.

Missions: State the University’s mission and your College’s mission. State your program mission and how it supports the University and College missions.

Please also have all course syllabi updated and available for access through your department website or eportfolio.

REPORT FORMAT

The report should be concise, concentrate on the key issues/evidence/conclusions, and provide an open and impartial view of the program. While writing the report be mindful that it will be viewed by a variety of constituencies: those who will directly respond to the report (external reviewers, Dean, Vice President for Academics) and those within the BYUH community who will have online access to the report at the conclusion of the program review process.

Using the Self-Study Report Guidelines, the self-study report should be 20-25 pages, single-spaced with a cover page, table of contents, report headings and sections, and appendices.
DRAFT REVIEW

A draft review will take place no later than two months prior to the site visit. The draft will be reviewed by the dean and a member of the Institutional Effectiveness and Accreditation Committee.

After the self-study draft is reviewed the department makes any necessary revisions and prepares the final copy.

FINAL REPORT

The final report is due one month prior to the site visit. The following copies should be submitted:

- 3 hard copies for the review team members (electronic copies will also be provided to team members)
- 1 electronic copy should be posted on the department portfolio
- Electronic copies for the President, Vice President for Academics, AVPAA, Dean, and Program Review Coordinator

The printing cost for the final report will be covered University Assessment. The total budgeted cost for all printed copies is $250. Please be mindful of this budget when preparing the self-studies. Upon the discretion of the chair, extensive appendices may be included in electronic submissions and omitted from the printed versions. Departments may print additional copies for their record, however, any cost over $250 will be the responsibility of the department.

Departments will print and prepare the copies for distribution then forward them to the Program Review Coordinator. The AVPAA will distribute the copies along with a letter and charge for reviewers.

DATA/RESOURCES/SUPPORT

While researching and writing the self-study report, the Dean, University Assessment and the Institutional Research Office are available for assistance and consultation. Assessment has set aside support resources for conducting focus groups and administering surveys. The IR Office will provide a standard data set to departments for use while conducting self-studies. It is expected that departments will analyze and use these data sets to generate more questions that can be researched and explored further with IR support.