



SELF-STUDY GUIDELINES

Part I: Program History, Mission, and Administrative Structure

I.1 Program History

Briefly describe the historical development of the program and associated components.

I.2 Mission

Provide the program mission statement. Indicate how the program mission relates to the mission and goals of the university as a whole as shown in the University Strategic Plan, 2009-15. If your program mission has changed during the last seven years, please describe how.

I.3 Administrative Structure and Objectives

Describe the administrative structure of the program, including formal and informal relations with other programs, institutes, centers, etc. If there have been any changes as a result of the previous program review, describe them.

What are your program's objectives and to what extent are they being met?

I.4 Analysis

Regarding your program and/or department objectives, to what extent are they being met? Are they still the right objectives for your program or department? Why? For each of your program's goals, how well do they align with and support the goals of your administrative unit as a whole? Include some commentary on the department or program's mission and structure and how it is likely to evolve in the future.

Part II: Undergraduate Courses and Degree Program(s)

The purpose of this section of the self-study is to describe undergraduate program(s) and outcomes. During the review period, what has each program achieved? This includes data and information about majors, minors, service courses, interdisciplinary programs, internships, service learning, and any other activities related to the student experience in the degree program.

Data may be obtained from various sources. The Institutional Analysis Office has information that can be found in the UNR Databook (<http://www.unr.edu/ia>) and other resources. Data will also be provided by Institutional Analysis at the beginning of the program review process upon request. Results from your Student Learning Outcomes Assessment Plan will provide data related to program performance. Alumni and Employer Survey data will be made available by the Office of University Assessment. You may use additional data, maintained by the program office, if deemed necessary. Regional and national trend data should be included.

II.1 Undergraduate program organization, objectives, and effectiveness

Identify the undergraduate degrees, majors, options, minors, interdisciplinary programs, certificates, etc. offered. Identify service courses that are offered for other programs as well as courses your program uses from other programs, including the Core Curriculum. Comment on any changes as a result of the previous program review.

Provide information on course offerings. Examples of data to include are how full-time and part-time faculty are allocated, size of classes, frequency with which required and elective courses are taught, and other parameters that describe the program quality and the alignment of the program offerings with student demand.

Provide the student learning outcomes for each degree program as contained in the program's assessment plan. What are the results of discipline-based assessment of student learning in the program?

Comment on any innovative teaching or course delivery methods that have been used, successfully or otherwise, to improve the effectiveness of the program. Include student opportunities outside of regular classes.

Describe any changes that affect the accessibility of the program for students. Examples might include use of technology, scheduling, or instructional techniques or new delivery methods such as online courses.

II.2 Undergraduate Students

Provide information on the quality, number, and diversity of students entering the undergraduate programs. Include data on entering freshmen and transfer students from other programs or other institutions. Quality indicators might include entering grade point average and/or test scores on placement exams, remedial courses taken, faculty recommendations, or other criteria.

Characterize the flow of students through the program with information such as the number of students in the various lower and upper division levels and time-to-degree. How is student progress monitored? How does the program or department measure retention in its program or programs? (See the glossary at the end of these guidelines for a definition of terms.)

Describe the methods for recruiting students into your program. Include efforts to recruit underrepresented groups, students from out of state, and international students.

To what extent do students enhance their academic program beyond regular courses? Examples might include internships, research/creative activity, service learning, study abroad, student disciplinary-based clubs or honoraries, professional organizations, research or teaching assistantships, etc.

Provide a description of the academic advising and mentoring in the program.

Provide information on the success of your graduates in terms of employment, continued academic advancement, awards, etc., and how that information is obtained. Provide as complete as possible a summary of graduates over the last 7 years and their employment history or placement in professional or graduate programs.

II.3 Analysis

Provide an analysis of the undergraduate programs and outcomes. It is important to analyze the data provided earlier in relation to your program goals and objectives. What has the program achieved with respect to majors, minors, service courses, interdisciplinary programs, internships, service learning, and other experiences related to the student experience in the program?

Regarding the curriculum for each program, provide an analysis of the course offerings and how they contribute to the overall design of each program. What has been learned from the program's assessment plans and results regarding student learning outcomes? How has the assessment information been used to change the program or programs since the last program review, and what are the effects or impacts of the changes?

To what extent does the curriculum meet current and future student needs? Are the retention and time-to-degree numbers appropriate for your program and students?

Provide an assessment of the effectiveness of academic advising and mentoring in the program.

Consider information provided on the enrollments, retention, and success of graduates in Section II.2. Analyze the information to discover any trends or shifts and what these might mean. Where possible, compare this information to similar sized programs in the US and also to the top-rated programs in the US.

Part III: Graduate Courses and Degree Program(s)

III.1 Graduate program organization, objectives and effectiveness

Provide an overview of the objectives and mission of your graduate program.

Summarize the relation of the graduate program to the needs of the state, nation, and other programs if this has changed since the program was first initiated. Describe any significant changes to the program organization or objectives since the last program review.

Identify the graduate degrees, majors, options, certificates, and interdisciplinary programs contributing to the graduate program. Identify any graduate level service courses that are offered for other programs as well as courses your program uses from other programs.

Provide a summary of the program's advisement policies and procedures for resolution of any student/advisor conflicts. Describe the advising, mentoring, and thesis direction procedures used in the program. Identify the number of graduate faculty in the program, number of faculty members actively advising, mentoring, or directing theses for students at this time, average number of students assigned to each active faculty, standard deviation of advisees per faculty, and historical trends in these numbers. Describe the student governance and participation in the program and in curriculum development.

Describe the course offerings and how they contribute to the overall design of the curriculum.

Describe the methodologies used to develop curriculum and plans of study for graduate students.

What, if any, specific courses or listed electives are required for each degree? The Program Review should include the frequency with which required and critical elective courses are offered.

Describe the administrative structure of the graduate program and its relation to department structure. What resources are used to administer the graduate program, and how are these resources allocated?

Describe student-learning outcomes as contained in the program's assessment plan and how these are incorporated into any revisions. Specific information should include time to completion of master's and doctoral degrees. Comparison of these statistics to the top rated programs in the discipline should be included. *(Note that time to degree should only be compared to other similar disciplines and should not be used to rate dissimilar programs or fields).*

III.2 Graduate Students

Provide the number of students at master's and doctoral level and total number of students. Provide information on the quality and diversity of students entering the graduate program. Quality indicators could include entering GPAs, undergraduate degree-granting institutions, GRE or GMAT scores, faculty recommendations, and student awards.

Provide a description of recruiting and admissions procedures of the graduate program. This should also include recruiting efforts and successes for underrepresented groups, out-of-state students, and international students.

Describe the historical trends in graduate student assistance (TA's, RA's, Internships, etc.) over the last 7 years. (*Include any shifts to RA support from TA support.*)

To what extent do students enhance their academic courses through seminar or speaker series, internships, study abroad, attending professional conferences, etc?

Provide quantitative and qualitative measures of student research output, such as publications, professional presentations, citation indicators, and student awards over the past 7 years.

Provide as complete as possible a summary of graduates over the last 7 years and their employment history or, as relates to master's degree students, acceptance to other doctoral programs. How are their successes monitored? Compare this summary to similar sized programs in the US and also to the top rated programs in the US.

III.3 Analysis

Provide an analysis of the graduate programs and outcomes. It is important to analyze the data provided earlier in relation to your program goals and objectives. What has the program achieved with respect to majors, service courses, interdisciplinary programs, internships, service learning, and other experiences related to the student experience in the program?

Regarding the curriculum for each program, provide an analysis of the course offerings and how they contribute to the overall design of each program. What has been learned from the program's assessment plans and results regarding student learning outcomes? How has the assessment information been used to change the program or programs since the last program review, and what are the effects or impacts of the changes?

To what extent does the curriculum meet current and future student needs? Are the retention and time to degree numbers appropriate for your program and students?

Provide an assessment of the effectiveness of academic advising, mentoring, and thesis direction in the program.

Consider information provided on the enrollments, retention, and success of graduates in Section II. Analyze the information to discover any trends or shifts and what these might mean. Where possible, compare this information to similar sized programs in the US and also to the top-rated programs in the US.

For any graduate programs, consider the recruiting and admissions procedures, including those for underrepresented groups, out-of-state students, and international students. Have these been successful? If not, how might they be improved?

Part IV: Faculty

IV.1 Faculty Composition and Workloads

Describe the faculty in terms of rank, tenure status, degrees held, gender, ethnicity, and discipline specialties. Include similar information for non-regular faculty (e. g., part-time faculty, adjunct faculty, etc.). Brief curriculum vitae may be provided, with an emphasis on achievements during the last seven years. Complete CV may be provided for the external reviewers' visit but need not be included in the self-study.

Describe the faculty allocation of responsibilities in the program for teaching, faculty scholarship or artistry, mentoring and advising, graduate and undergraduate research or creative work, committee or administrative work, etc. Include regular faculty as well as part-time, letter of appointment, teaching assistants, and adjunct faculty. To what extent does the allocation of faculty resources meet the needs and objectives of the programs? Are changes planned?

Describe searches for new faculty during the last seven years. Include whether the position was new or a replacement, the extent of the search, the number of applicants, and how the new hire complements the program.

IV.2 Research, Scholarship, Creative Activity, Outreach, and Professional Service

Describe the research, scholarship, creative activity, outreach, and professional service of the faculty in the manner most appropriate for your discipline and consistent with your program mission and goals. Include outreach that is related to your program objectives as well as professional consulting. Describe the overall productivity on research, scholarship, creative activity, and professional service of faculty in the program over the past seven years.

Comment on the extent to which undergraduate and graduate students are involved in these activities. Describe how external support to students has been provided in the past and will be provided in the future.

IV.3 Analysis

Provide an analysis of the faculty resources for the program. To what extent does the allocation of faculty resources meet the needs and objectives of the programs? Are changes warranted?

Has the discipline changed? How have faculty responded to the change? How have your hiring strategies or strategic planning changed?

Considering the research, scholarship, creative activity, and professional service of faculty over the past seven years, what has been the impact of these efforts? How does this productivity compare to programs to which you aspire? How does this productivity compare to performance indicators set forth in the department, college, and university strategic plan?

Part V: Program Resources, Physical Plant, and Facilities

Describe the funding sources (state, grants/contracts, endowments, etc.) available to support the program activities.

Describe the physical facilities, including information technology, and support services used by the program. Describe changes that have taken place during the past seven years.

Part VI: Future Plans

Summarize the strengths and challenges for the program and describe how they have been or will be addressed. Provide any appropriate planning documents, including data related to performance indicators that will be used to measure progress.

Considering the trends and analysis of the flow of students through the program, what are future plans for improving enrollments, retention, and time to degree, if any?

Provide projections for faculty, curricular changes, research activities, facilities, and other important future needs and describe how these projections will be addressed both with and without new resources.

List three or four changes that are planned for program improvement during the next few years.