

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. How and why has the program mission changed during the last seven years and how is it likely to evolve in the future?

I.3 Administrative Structure

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.

Part II: Undergraduate and Graduate Courses and Degree Programs

The purpose of this section of the self-study is to describe and analyze undergraduate and graduate programs and outcomes. What is the program expected to achieve and to what extent are expectations being met? This includes 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.cis.unr.edu/IA_Web/databook.aspx) 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. It is important to analyze the data in terms of your program goals and objectives.

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.

What are your administrative unit objectives and to what extent are they being met? How have the objectives changed since the last program review and why? Are they still the right objectives for your program? Why?

Provide an analysis of course offerings and how they contribute to the overall design of the curriculum. Examples of data to analyze include 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. How has the assessment information been used to change the program since the last program review, and what are the effects of the changes?

Describe any changes that affect the accessibility of the program for students. Examples might include use of technology, scheduling, or instructional techniques. What has been the impact of these changes?

II.2 Undergraduate Students

Provide an analysis of the quality, number, and diversity of students entering the undergraduate programs. Include entering freshmen and transfer students from other programs or other institutions. Quality indicators might include entering grade point average, placement exams, remedial courses taken, graduate record exams, faculty recommendations, or other criteria.

To what extent does the curriculum meet current and future student needs? 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. Are the times-to-degree appropriate for your program and students? How is student progress monitored? Carefully describe how you measure retention in your program and include any future plans for improvement. (See the glossary at the end of these guidelines for a definition of terms.)

Describe the methods and their effectiveness 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, professional organizations, research or teaching assistantships, etc.

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

Provide information on the success of your graduates. How do you monitor the success of students regarding employment, continued academic work, awards, etc.?

II.3 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.

Identify the number of faculty in the program, number of faculty actively advising students at this time, average number of advisees per active faculty, standard deviation of advisees per faculty, historical trends in student/faculty advising.

Provide an analysis of 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 the advising, mentoring, and student governance procedures used in the program.

Provide an analysis of the number of students at masters and doctoral level, number of faculty participating, and total number of students.

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 masters 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).*

II. 4 Graduate Students

Provide an analysis of the quality, number and diversity of students entering the graduate program.

Provide a description and analysis of recruiting and admissions procedure 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 and plans for the future. *(Include any shifts to RA support from TA support.)*

To what extent do students enhance their academic courses through seminar series, internships, study abroad, etc?

To what extent are students involved in program governance and curriculum?

Provide details and an assessment of academic advising in the program.

Provide a summary of the program's advisement policies and procedures for resolution of any student/advisor conflicts.

Provide quantitative and qualitative measures of student research output, such as publications, 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. 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.

Part III: Faculty

III.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, 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 selected person complements the program.

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

Describe the research, scholarship, creative activity, outreach, and professional service 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. Comment on the extent to which undergraduate and graduate students are involved in these activities. Describe how external support has been provided in the past and will be provided in the future. How has your discipline changed, and how are faculty responding to the changes?

Describe the overall research, scholarship, creative activity, and professional service of faculty in the program over the past seven years. What has been the significance of these efforts?

How do the research, scholarship, creative activities, and professional service of the program compare to those in programs to which you aspire? Include data related to the performance indicators set forth in the strategic plan.

Part IV: Program Resources, Physical Plant, and Facilities

Describe the funding sources (state, grants/contracts, endowments, etc.) available to support the program activities. Analyze trends for the past seven years and plans for the future. What are the program constraints due to funding? How has reallocation been used to respond to changing needs? What opportunities exist for enhancing future funding?

Describe and analyze the adequacy of the physical facilities, including information technology, and support services used by the program. Describe changes that have taken place during the past seven years and indicate their impact on the effectiveness of the program objectives.

Part V: Future Plans

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

Provide projections for enrollment, 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.