**Self-Study for [Degree name] – [Major]**

Date submitted:

Primary Contact:

Department(s)/Academic Unit(s):t

School(s)/College(s):

1. Response to previous program review recommendations

*Summarize recommendations from the previous program review and how they were acted upon.*

1. Overview of the Program

*Describe the mission and goals of the program and how its structure (both of the program and of its governance) support them. Consider the following questions:*

* Provide current degree/major requirements as approved.
* How does the mission of the program fit with the home department/unit, the school/college, and the mission of the university?
* What are the approved learning outcomes for each of the programs being reviewed (i.e. bachelor’s, master’s or doctoral degrees)?
* What is the program’s structure? For example, is it a single program or does it have informal tracks/concentrations, formal named options or certificates?
* Describe any substantial and structured collaborations with other programs, such as dual, double or joint degrees and benefits of these arrangements?
* If the program is not the only program within the home unit, what are the other programs? If there are several programs in the same academic home, how are they related to one another and what impacts do they have on student learning?
* How do the program’s governance model, program committees, and membership criteria lead to active faculty engagement? How does succession planning work for leadership?

1. Program Assessment and Evaluation

*Summarize the assessment plan used to evaluate the extent to which students are meeting program learning outcomes and how the program is engaged in a coherent process of continuous curricular and program improvement.*

* Provide annual assessment reports.
* What has the program learned through assessment of learning outcomes? Provide key evidence.
* What changes have been made as a result of assessment?
* What are the emerging changes in the discipline? What is being done and can be done to move forward and seize emerging/future opportunities?
* If relevant to the program, how do leaders within industry, business, government, or non-profit organizations become involved in offering advice and perspectives on the program and the curriculum?

1. Recruiting, Admissions, and Enrollment

*Analyze current practices and trends to determine if enrollment levels are consistent with plans and program resources. Discuss relevant program data in the context of the following:*

* Are admissions practices and enrollment levels consistent with plans, program resources, and career outcomes?
* What effort has the department/academic unit or program made to enhance student diversity (traditionally underrepresented groups in field)? Have those diversity efforts been successful?
* If applicable, what do trends in application volume, admits, and enrolled students signal about program strength? For graduate programs, does the program directly admit students? If so, how does the program ensure student integration and success beyond the admitting advisor?

1. Advising and Student Support

*Discuss the process by which students get regular advising and accurate program information. Reflect upon the following:*

Undergraduate:

* Who does advising in for the program? Describe how advisors are hired/selected. How are students transitioned between advisors when personnel changes?
* Describe how students are assigned to advisors. What is the ratio of advisors to students? How often do you expect students to meet with an advisor?
* What other responsibilities do the advisors have in the unit?
* What material is available on your website or in print to support advising of undergraduates? How is that information kept up to date and accurate?
* What training and professional development is expected and/or supported for advisors? Do advisors make use of the Advisor Gateway and the Advisor Notes System? How are advisor performance reviews conducted?
* How is the impact of advising assessed? Is your advising in alignment with the Guiding Principles and Core Competencies for Academic Advising?

Post-Baccalaureate:

* How are advisors assigned and matched to students? How many advisees does each faculty member have?
* How often are program contacts and student handbooks updated and made available online? Is the handbook inclusive of program learning goals, program requirements as well as a program-level grievance procedure?
* How are students transitioned between advisors when personnel changes?
* How often and in what manner is satisfactory progress monitored? Do students receive written annual feedback on their academic progress?
* How is the impact of advising assessed?

1. Program Community and Climate

*Where applicable, evaluate exit survey and climate survey data. Describe the efforts taken to foster overall program diversity, a climate of respect and inclusion, and a sense of community by considering the following:*

* Discuss efforts to welcome, orient, and retain new students. What is offered to connect students within the program, as well as with the greater campus community?
* What efforts are there to enhance faculty/staff representation of traditionally underrepresented groups in the field? How does the unit rate its ability to attract and retain a diverse faculty/staff?

1. Degree Completion and Time to Degree

*Referencing relevant data and campus goals, describe efforts to help students make timely progress to degree. Include the following in your discussion:*

* Use institutional data sources to examine and evaluate progress to degree metrics and comparison to peers.
* What efforts have been made to improve progress to degree performance and completion rates?
* Do students from educationally underrepresented groups (racial/ethnic minority, low-income, first generation in college) succeed in the program at rates comparable to other students? How are equity gaps addressed?

1. Career Services and Post-Graduation Outcomes

*Evaluate student career outcomes, exit survey, and alumni survey data, and reflect upon how these outcomes are consistent with program goals.*

* What do students do after graduation? How does the program prepare them for careers or further academic training?
* What career resources are available to students?
* What is the range of student career outcomes, and are these outcomes consistent with program goals? Does the program track the career progression of its graduates?

1. Overall Analysis of the Self-Study and the State of the Program: outline key findings from the self-study, including primary program strengths and challenges, and priorities the program has identified for improvement.

**Additional Considerations for Graduate Students**

1. Funding

*Discuss the program’s student funding data and mechanisms, along with any goals for providing funding guarantees. Include a discussion of funding issues, such as:*

* How is the program ensuring PhD students have adequate funding and taking steps to provide a multi-year funding guarantee upon admission? Are there opportunities for graduate students to secure individual extramural support? What efforts are made to ensure PhD students have funding?
* To what extent is the program making use of funding for diversity efforts?

1. Professional Development and Breadth

*Discuss the professional development opportunities of graduates and consider the following:*

* How does the program encourage students to participate in professional development opportunities that will enhance their skills and support their career goals?
* What resources and guidance are available for exploring academic and/or non-academic careers?
* How is the program using Individual Development Plans, which are recommended for all graduate students and required for those with NIH funding?
* What opportunities and funding are available to attend and present at professional meetings?
* To what degree does the program offer teaching experience and teaching-related professional development to graduate students?
* How does the typical graduate’s program ensure exposure to breadth training? Does the program require a doctoral minor for doctoral students or evaluate other breadth requirements?