

## Self-Study Checklist for Educational Units

**Background:** The self-study document is the primary resource used by the external review committee to complete the second phase of the program review process. The better the quality of the self-study the more likely the work of the review committee will be productive and yield helpful feedback for the unit.

This checklist is provided as a guideline for items to include in self-study documents. It is intended to be useful to the full range of programs that undergo review on our campus. Further, it reflects the required elements identified in part 4 of AR II-1.0-6.

This checklist may also be used to identify elements of accreditation reports that are acceptable substitutions for required elements of the self-study.

Submitted for:

Unit Name: \_\_\_\_\_

By: \_\_\_\_\_

Date: \_\_\_\_\_

Year of Program Review: \_\_\_\_\_

Name of Accreditation Agency: (if applicable) \_\_\_\_\_

\_\_\_\_\_

List or describe documents available for review: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<b>Part 1</b>	<b>Included (✓ or NA)</b>	<b>Page(s)</b>	<b>Other Comments</b>
<b>Executive summary</b>			
<ul style="list-style-type: none"> <li>Brief account of self-study process</li> </ul>			
<ul style="list-style-type: none"> <li>Committee composition names and Affiliation</li> </ul>			
<ul style="list-style-type: none"> <li>List of major recommendations</li> </ul>			

<b>Written Summary Report</b>	<b>Included (✓ or NA)</b>	<b>Page(s)</b>	<b>Other Comments</b>
<i>This narrative report must describe, analyze and synthesize information about the unit. The report should include the components detailed below. Some documents may be tabled features within the text. Others may be featured as appendices. An electronic version of the report and supporting documentation is required for archival purposes.</i>			
<b>Program Documents</b>			
<ul style="list-style-type: none"> <li>Strategic plan</li> </ul>			
I. Mission Statement			
➤ Instruction			
➤ Research			
➤ Service			
II. Goals/Objectives			
III. Criteria for measuring progress			
<ul style="list-style-type: none"> <li>Organization chart/Structure</li> </ul>			
<ul style="list-style-type: none"> <li>Annual reports (SPRS or other) since the last Self-Study (List years of any missing reports: _____)</li> </ul>			
<b>Resources</b>			
<ul style="list-style-type: none"> <li><b>Budget</b> summary information &amp; adequacy</li> </ul>			
<ul style="list-style-type: none"> <li><b>Facilities</b> summary information &amp; adequacy</li> </ul>			

<ul style="list-style-type: none"> <li>• <b>Equipment</b> summary information &amp; adequacy</li> </ul>			
<ul style="list-style-type: none"> <li>• <b>Personnel</b> summary information &amp; adequacy <i>(including faculty &amp; staff numbers &amp; demographics)</i></li> </ul>			
<ul style="list-style-type: none"> <li>• <b>Support from other university units essential to effective operations</b> <i>(e.g. research, engagement, development, alumni affairs, human resources, facilities management, financial units, and information technology)</i></li> </ul>			
<b>Input from Affected Constituents</b>			
<ul style="list-style-type: none"> <li>• Evaluation data from <b>faculty</b></li> </ul>			
<ul style="list-style-type: none"> <li>• Evaluation data from <b>staff</b></li> </ul>			
<ul style="list-style-type: none"> <li>• Evaluation data from <b>students</b></li> </ul>			
<b>Adherence to Policies and Procedures</b>			
<ul style="list-style-type: none"> <li>• Evidence of adherence to <b>educational policies and procedures</b> established through the faculty governance process <i>(including consistency in applying policies related to grading, probation, &amp; termination)</i></li> </ul>			
<ul style="list-style-type: none"> <li>• Evidence of adherence to procedures on <b>faculty personnel actions and budget request preparation</b> <i>(established jointly by the unit faculty and the unit head)</i></li> </ul>			
<b>Evaluation of Quality and Productivity</b>			
<ul style="list-style-type: none"> <li>• Evidence of quality of collegial environment <i>(include climate for equity and diversity)</i></li> </ul>			
<ul style="list-style-type: none"> <li>• Evidence of quality &amp; productivity in instruction, research, public service, or operations <i>(as applicable, include degree program enrollment, student credit hours generated, retention rates, degrees awarded, grant and contract awards, outreach and engagement activities, and operational efficiencies)</i></li> </ul>			
<ul style="list-style-type: none"> <li>• Quality of faculty &amp; staff employees, communications and interactions</li> </ul>			
<ul style="list-style-type: none"> <li>• Quality of orientation, advising and other student service programs</li> </ul>			

<ul style="list-style-type: none"> <li>Quality of student learning outcomes (go to part 2)</li> </ul>			
<b>Analysis of Strengths and Recommendations for Quality Enhancement</b>			
<ul style="list-style-type: none"> <li>Summary of strengths</li> </ul>			
<ul style="list-style-type: none"> <li>Recommendations for quality enhancement</li> </ul>			

<b>Part 2</b>	<b>Included (✓ or NA)</b>	<b>Page(s)</b>	<b>Other Comments</b>
<b>Student Learning Outcomes (Program Level)</b>			
<ul style="list-style-type: none"> <li>Undergraduate Student Learning Outcomes statements for each degree program offered</li> </ul>			
<ul style="list-style-type: none"> <li>Graduate Student Learning Outcomes statements for each degree program offered</li> </ul>			
<ul style="list-style-type: none"> <li>Curriculum Map (Course X Objectives Matrix demonstrating alignment of goals with instructional sequences)</li> </ul>			
<ul style="list-style-type: none"> <li>Assessment Results</li> </ul>			
I. Implementation plan for all major instructional objectives			
II. Summary of major findings/results			
III. Communications regarding key results			
IV. Follow-up action taken			