

PREFACE

The primary purpose of the self-study process is to assist an institution evaluate its effectiveness in attaining its goals and in so doing to identify areas of strength and weakness and to make recommendations for improvement. The 1990-91 Self-Study is especially significant because of its timing. Prior to initiation of the Self-Study, the University had embarked on a strategic planning process. Concurrent with this effort were the developments in higher education in assessment, evaluation, and institutional effectiveness. The self-study provided the University of Kentucky with a catalyst for the productive coordination of the three efforts of planning, evaluation, and self-analysis into a continuous process.

The Self-Study is the product of the Steering Committee and 15 principal committees composed of faculty, administrative and professional staff, and students. While varied in method, scope, and analysis, they shared the common thread of highlighting strengths of the institution, identifying areas of weakness, and recommending improvements in order to make a fine university even better.

The results of the Self-Study are also timely in that they come when the University will be conducting a comprehensive review of its Strategic Plan. Openness and participation by all sectors of the community were stressed throughout the self-study process. Both of these were accomplished beyond expectations. As a consequence, the conclusions of the Self-Study are all the more cogent. The plan to assimilate the findings and recommendations into strategic planning provides assurance to the University community that their efforts were recognized and their suggestions considered as part of a continuous planning and evaluation process.