



WRITING THE SELF-STUDY REPORT

Traditional Option Departmental Self-Study Guidelines

A self-study must be prepared by each department/program under review. The following is a description of what should be included in each section of the self-study. Also included are questions to be used as **guidelines** in completing the document. Departments/programs may include other information deemed relevant to the self-study. **Note: *Not all questions will be pertinent to all programs; write a brief, coherent narrative for each section, using the applicable questions. The self-study is to be no more than 15 pages in length, double-sided (not including appendices).***

Please list each program offered by the department and provide the requested information about each. If the information provided is common to programs within a department, please state this in appropriate places in the self-study. For stand-alone programs, please answer each question from the list below, as applicable.

I. Progress/Updates from the Last Program Review

This section contains a statement regarding where the program/department is in reference to the decisions made at the Implementation Meeting from the last program review.

1. Have you accomplished or are you working on the goals set in the Proposed Action Plan?
2. Provide status updates for each goal listed in the Proposed Action Plan.

II. Purposes, Goals, and Objectives

This section contains a brief statement of the rationale, goals, and/or objectives of the academic program(s) under review, as well as a brief description of the program(s). This section of the self-study should also contain a discussion of how those responsible for the program ascertain that the goals, objectives, and purposes are being met. There should also be a brief discussion of the ways in which the program serves the needs of its constituencies, of the relationship to the Mission and Vision of the University, and of the connections to other programs across campus.

1. What programs does your department offer? What are the primary purposes, goals, and objectives of the program(s)? How do they relate to student, university, and/or community needs?
2. How well is the program under review meeting its primary goals and objectives? How is this determined?
3. What educational objectives are being considered for the program in the future,

and what resources would be required to support those objectives?

4. How does the program contribute to the full range of the university's instructional needs: service, undergraduate, graduate, evening, weekend, etc.?

III. *Statistical Trends Analysis*

Data will be provided by the Director of Research and Assessment, Dr. Laura Northrop, including the following: student credit hour production at various levels, number of full-time vs. part-time faculty, number of students enrolled in the program, average annual number of graduates (if applicable), graduation rates (if applicable), and DFW rates for each course. You are welcome to include other data such as number of students involved in internships, co-op, field placement, etc., and any other statistical information available which sheds light on the programs current state and likely future directions. The report should include this data and an analysis of statistical trends in the program for the last three years. The following sections should reference the data analysis and trends described in this section.

IV. *Curriculum and Program Quality*

The Office of Instructional Excellence is utilizing Curricular Analytics, <https://curricularanalytics.org/>, we will provide access to this resource.

"Curricular analytics allow you to quantify the complexity of curricula, simulate student progress under various scenarios, and create degree plans that maximize the chances of students completing their degrees on time." Utilize curricular analytics in your report when considering the curriculum.

Consider the following questions:

1. What are the major features of the curriculum offered by your department/program? How does the curriculum relate to other programs and service functions offered by your department or school/college?
2. What are the current national trends in your discipline and to what extent do your department's or program's instructional and research activities match those trends?
3. Have curriculum revisioning efforts occurred recently in your department/program? Alternatively, are there plans for such work to happen in the near future? In either case, what was/is the rationale supporting the exercise?
4. To what extent does the program contribute to the instruction of students in other undergraduate and graduate programs at Cleveland State University? In what other undergraduate or graduate programs does your department play a key role?
5. If the program or any of its components is subject to outside accreditation, what have been the results? Has the program become stronger or weaker since the last accreditation? In what ways? What is the evidence?

V. Faculty

This section should describe the characteristics of the faculty in your department. Include evidence of the following areas of interest: teaching quality in your program(s); research, creative/scholarly activity, publications, external funding, as well as university and professional service; special awards, etc. As an appendix, attach brief (**no more than 2 - 3 pages, double-sided**) curricula vitae for full-time and part-time faculty. As a guideline, use the following questions:

1. How well do the expertise, background, and number of departmental/program faculty match the needs of the curriculum offered? In what ways, if any, does the faculty need to be augmented to strengthen existing programs or to respond to current trends in your discipline?
2. How many of the faculty are engaged in productive scholarly/research and creative activities, and how is productivity measured? How does the scholarly/creative activity of the faculty (as reflected in the production of articles, books, performances, etc.) compare to that of peer institutions?
3. What are the internal and external sources of support for the program's scholarly, research, and creative activities? Is this pattern typical of the discipline and if it is not typical, how are the differences explained?
4. How is effective teaching identified, supported, and rewarded?
5. What is the average teaching load in this program?
6. What is the average number of students in the courses?
7. What university, community, and professional service contributions do the faculty in this program make?
8. How do these various types of service contribute to the goals and/or functioning of the University?

VI. Students

Included in this section should be information on the progress students make toward program completion, the involvement of students in projects with applications beyond the classroom, and the types of positions obtained by graduating students. Describe the assistance provided in the areas of academic advising for undergraduate and graduate students, the supervision of dissertation and thesis research, independent study, and practical training for graduate students, as well as internships and field experience for both undergraduate and graduate students. An analysis of the job placement for graduates (if data are available) would be very useful to include in this section. **The following questions may be helpful:**

1. How is academic advising provided for students enrolled in the program,

- and how effective are the processes? How could advising be improved?
2. What percentages of entering students complete the degree program? What is the trend in terms of program completion?
 3. What pertinent honors and awards have been won by students in the program or by graduates of the program?
 4. How many students in the program are involved in internships, co-op, field placement, etc.? Please describe the range of activities and their relationship to the program.
 5. To what extent are graduates of the program successful in obtaining positions appropriate to the level of their education, training, and ability? If trend data are available, how do they inform program administration and faculty?
 6. What assistance is provided to help students find suitable employment or opportunities for further study?
 7. Are students in the program continuing and succeeding in graduate and professional study?

VII. Assessment

Information should include a list of the program's specific goals for student learning, evidence that the goals are being met, and discussion of how information about student learning is being used to guide curriculum development or budget decisions.

The following questions may be helpful:

1. What are the specific program goals/objectives and outcomes for student learning? (Use your goals and data from your Annual Student Learning Outcomes Assessment Report.)
2. How do courses in the program relate to the program goals/objectives and outcomes for learning? (course syllabi, evaluations, and other materials may be helpful in documenting the relationship)
3. What methods and practices are used in assessing student learning in the program (for example, standardized tests or licensing exams, student portfolios, capstone projects, performance in courses, alumni surveys, etc.)?
4. What evidence is there to show program effectiveness by meeting goals/objectives and outcomes for student learning?
5. How is information about student learning outcomes used in planning, budget processes, or other program development activities?

VIII. Resource Support

Discuss the strengths and limitations of the library collections supporting the program under review. Also discuss how library acquisitions are determined to meet the needs in this particular program. Finally, elaborate on the strengths and weaknesses of technological support, facilities, and staff support.

A. Library

- To what extent does the library have sufficient resources to support current academic activities and provide for future activities?
- To what extent do the budget resources support the purchase of or access to the necessary range of library materials for current and for future academic activities?
- To what extent are the materials in the collections readily available to meet the needs to students in the program?
- To what extent are necessary services--e.g. access to copy machines, inter-library loans, access to databases, computers, etc.--readily available to faculty and students?

2. Technology

1. In what ways is technology incorporated into the program?
2. To what extent are technology resources available adequate for the program's needs?
3. What specific technological limitations need to be addressed and how can they be improved?

IX. Other Support--Facilities, Travel, Staff, etc.

- To what extent does the program have enough office and classroom space to accomplish its goals? Are offices and classrooms properly equipped? What, if any, improvements are needed?
- To what extent are the physical space and facilities provided for graduate students adequate?
- To what extent are adequate numbers of properly equipped laboratories available?
- To what extent are the telephone, copying, and other allowances adequate to support faculty in their professional activities? To what extent does faculty have sufficient travel allowance support to attend seminars and conferences?
 - To what extent are there enough support staff to support both faculty and students?

X. Future Direction of Department/Program

XI. Appendices

Appendices may be created for additional charts, graphs and tables reports or other supporting information. The appendices are not counted in the 15-page limit.