

# Program Review Self-Study

A Self-Study is a critical first step in writing an Institutional Report (IR). *A Framework for Conducting a Self-Study of Ch. 79 Educator Preparation Programs* (EPP) is used to conduct a Self-Study and is intended to guide the institution and unit in eventually writing the IR.

- The first column states the program section identified in the Program Review Template.
- In the second column, questions were developed to guide and encourage a collaborative self-study. It is not necessary to answer every single question listed with the section, but the Self-Study will most likely prompt additional questions to inform continuous improvement efforts of the program. The questions are not designed to serve as a writing template.
- In the last column, the program should make notes, provide evidence, ask further questions, and include other information that may assist the writing of the Program Review Document.

Section	Subsection	Guiding Questions	Program Notes
<b>Section I: Program's Role with in the Institution</b>	Program's mission statement and its relationship to the college's mission statement.		
	Relationship between the program's mission and the college's strategic plan.		
	General information on the program (division membership, majors and minors offered, special departmental programs, personnel with their ranks, date of tenure decision, and years of service).		
	Service provided by the program to other departments / programs / majors.		

<b>Section II: Program's Goals</b>	Please review and reevaluate the goals listed by the program in its previous review. Note what progress has been made towards these goals and identify which goals are no longer relevant.		
	List your current program goals (e.g., increase number of majors, become more involved in regional research, hold more recruiting events, etc). Discuss how the goals will help the program meet the mission of the college and the program.		
<b>Section III: Student Learning Objectives</b>	State all majors, minors, certificates and masters offered by the program. Then, for each major, list all the student learning objectives, as stated in your assessment plan. (e.g., "Graduates with a B.A. in _____ will be able to _____", .)		
	Major #1		
	Major #2		
	Major #3		

	Major #4		
<b>Section IV: Assessment</b>	Provide a narrative summarizing the program's recent efforts to assess student learning.	<p>How each student learning outcome is supported by the teaching practices of the faculty members of the program.</p> <p>How the program has used its collected assessment data to make curricular or other program changes to improve student learning. Discuss the extent to which you have carried out improvement plans since the last review and their effect, whether successful or not.</p> <p>The effectiveness of the program's use of co-curricular activities in meeting the stated goals and learning outcomes of the program (e.g., service learning, internships, practica, student research, conferences, contests, etc.)</p> <p>Provide a comparison of the program's curriculum, number of faculty, and major and minor requirements with those at several relevant competing institutions.</p> <p>Describe how the program ensures its course offerings and content remain current, relevant to contemporary thinking in your field, and effective at</p>	

		preparing graduates to be successful.	
	Pedagogy and Effective Teaching	<p>Indicate the ways each of the faculty members in the program demonstrates effective teaching and pedagogical practices in their courses.</p> <p>Evaluate the methods the program employs to ensure that students understand the ethical implications of their discipline.</p> <p>Detail how the program's faculty members engage with a wider, off-campus professional audience in order to keep current in both the content of their discipline and the best practices of teaching within their discipline (e.g., professional contacts with colleagues at other institutions, conferences, performances, workshops).</p>	
	<p>Alumni - Provide a table summarizing the following information about the past five years' alumni of the program:</p> <p>how many have gone on to graduate or professional school, and where;</p> <p>how many are working in the field, and in which positions;</p>	<p>Does the program feel its content and teaching are appropriate to where its alumni are going?</p> <p>Do you receive feedback from your alumni or their employers suggesting making changes to your curriculum or teaching practices?</p> <p>What conclusions can you draw based on the data you provide for your alumni?</p>	

	<p>how many are working outside of the field;</p> <p>unknown</p> <p>other</p>		
<b>Section V: Resources</b>	Evaluate how the resources at the disposal of the program are allocated to deliver the program's curriculum (e.g. budget, brief descriptions of labs, dedicated classrooms or specialized equipment).		
	Evaluate how the current faculty and staff load affects the program's ability to fulfill its mission.		
	Evaluate the program's use of general college learning resources (e.g. classroom and laboratory facilities, Dunn Library, Center for Academic Resources, Career Development, Information Technology Services, work-study and undergraduate assistantships, residence life, etc.).		

	Evaluate the d program's use of computer and information technology to meet its goals and objectives.		
	List additional resources, in order of priority, that the program feels it needs in order to fulfill its mission.		
	Looking to the Future	<p>Provide a plan for the upcoming 8-year review cycle for achieving your d program goals with resources at the current level. Please list specific goals, and for each goal list its rationale, the time frame for accomplishing the goal, and a brief sketch of how you will accomplish it.</p> <p>What enrollment trends are predicted for the future and how will the program respond to them?  Information about employment trends can be obtained from the Bureau of Labor Statistics at <a href="https://www.bls.gov/emp/">https://www.bls.gov/emp/</a> . (Other sources may be used if you prefer – please provide appropriate references.)</p> <p>Discuss how faculty and staff structure will impact future plans for the program. If appropriate, include plans for collaboration with other</p>	

		<p>departments or programs.</p> <p>What pedagogical or content developments in your discipline merit consideration in future planning?</p> <p>What institutional support will be needed to meet program goals and learning outcomes?</p> <p>Identify any changes needed in the program's assessment plan.</p>	
	Questions for Outside Reviewers		