APPENDIX C

Self-Study Process, Guidelines and Format

Program Review Summary

Please provide, in a separate document, a summary of the program review, using the attached summary format. **Limit your summary to no more than 5 pages.**

Purpose

- The purpose of the self-study is threefold:
  1. to provide program faculty the opportunity to reflect on and analyze all aspects of the program and plan for its future directions;
  2. to help administrators and, if necessary, external consultants, understand and evaluate the program; and
  3. in the case of units anticipating new degree programs, to aid in preparing to offer the proposed program.

Process

- All degree programs at state universities must, by statutory mandate, undergo periodic program review. Each bachelor's and graduate degree program that is part of a periodic review completes a self-study using the format provided by Academic Affairs.

- Programs that undergo specialized accreditation may utilize that process and accreditation self-study guidelines in lieu of the program review self-study guidelines, as long as the elements in the Self-Study format are included. A hard copy and an electronic copy of the accreditation self-study must be submitted to the Provost’s Office prior to the deadline. The Program Review Summary template on the BOG website must also be completed prior to the deadline.

- In most cases, it is advisable to utilize an external consultant to review the self-study, conduct a site visit and provide a report. The decision to utilize a consultant will be made by the Provost in consultation with Dean and Department Chair. Students in the program will be part of all program reviews. The program should seek student input and input from graduates during the development of the self-study through questionnaire surveys. The results should be summarized in the self-study. Students should be included during an external consultant’s site visit.

Each college or school should designate an individual who will be responsible for overseeing all program reviews occurring within the college or school and who will serve as the program review contact. At the beginning of a program review cycle, the Office of Institutional Effectiveness will arrange a meeting with all individuals responsible for the program reviews occurring during that cycle to clarify the process, responsibilities and timelines.

- The program review self-study report must be reviewed and approved by the Academic Dean prior to review by the Office of Institutional Effectiveness. The Dean will also complete a “Program Review Summary Form” including recommendations based on the external consultant’s report (if available) and his/her own observations. The Program
Review Summary Report is submitted to the Board of Governors on schedule. Once final consultant reports or accreditation reports are received, the Dean will ensure that an action plan is developed. Subsequently, the Dean will meet with the Provost to discuss and seek approval of the action plan. Recommendations ensuing from program reviews and assessments will inform the planning and budgeting process at the school, college, institute and institutional level.

➢ The Dean will provide a follow-up report one year after the action plan is developed.

Self-study Guidelines

➢ The self-study and the program review process should provide a periodic in-depth view of the program, while building upon an on-going system of continuous improvement within the program. The program faculty as a whole should participate in the development of the self-study and be involved in the program review process.

➢ Self-studies should follow the attached outline and insert the program review forms either in the body of the text or in the appendices. Please keep narratives short and succinct, but feel free to include additional material necessary to represent programs fully. Submit the final document in hardcopy (letter size, 3 copies) and electronically. Programs may wish to include peer comparison data. If so, the measures should be reviewed by the Dean and Provost’s office prior to data collection.

Once the report is approved and finalized, an official electronic copy, in “read only” format, will be maintained in the Office of Institutional Effectiveness, the Dean’s office, and with the FAMU Southern Association of Colleges and Schools (SACS) liaison.
Format for Self-Studies

1. Status of the Discipline
   - Brief description of the national status of the discipline, including emerging issues and trends

2. Program
   - Brief overview of program
   - Mission statement for the program: Reference its relationship to college and institutional mission, state priorities and Board of Governors strategic plan as appropriate.
   - Goals and objectives of the program relative to teaching, research and public service.
   - Student Learning Outcomes of the program: Student learning outcomes should identify in behavioral terms the broad skill areas students should master as a result of the program by the time they graduate. A matrix indicating which courses address each of the outcomes identified should be included. Attach a copy of the Academic Learning Compact for each reviewed baccalaureate degree program.
   - Governance structure of the program
   - Admissions requirements (including limited access requirements if applicable, and an assessment of whether limited access needs to continue).
   - Degree requirements (including credit hours to degree).
   - Curriculum
   - Prerequisites. Ensure that prerequisites to enter baccalaureate majors are identical to the statewide common prerequisites found at www.facts.org under the “Advising Manuals” link.
   - Associated institutes and centers
   - Involvement of business and industry in establishing goals, objectives, learning outcomes and curriculum (this item is required for science and technology programs, recommended for others).
   - Community college articulation (in the case of baccalaureate programs)

3. Program Evaluation
   - Provide an assessment of program performance in relation to the program goals and objectives listed under the “Program” section above.
   - Describe briefly the means of assessing student learning outcomes. Means of assessing outcomes may include but are not limited to standardized tests, capstone course/program examinations, analyses of theses, portfolios and recitals. Attach the Assessment Planning Form completed for the Office of Assessment.
   - Describe briefly the continuous improvement plan utilized to assess and improve the program on an on-going basis. Assess how well students are achieving expected learning outcomes. Summarize improvements made as a result of the continuous improvement plan.
   - Provide a brief analysis of the grade patterns of courses with high failure rates or withdrawals and delineate an action plan for student improvement in these areas.
   - Provide results of surveys of students, graduates, and employers.

4. Students
   - Enrollment
   - Degree productivity
Student services
Outcomes information including student performance on licensure/certification exams, job placement of graduates, student, alumni and employer surveys

5. Faculty
- Teaching productivity and activities designed to enhance teaching and the curriculum
- Research productivity
- Service, including service to public schools
- Faculty development plans

6. Facilities and Resources
Address the adequacy of resources and support services to address the goals and objectives of the program.
- Library
- Laboratories
- Equipment
- Space
- Support personnel

7. Responses to Previous Program Review Recommendations
- Itemize each major recommendation and state the response.
- Summarize how previous program review results have been used to inform any of the following that apply: the refinement of mission and goals/objectives; program planning, development and improvement; and budgeting decisions.

8. Strengths, Weaknesses, Opportunities and Threats (SWOT)
- Identify the strengths, weaknesses, opportunities and threats that support or impede achievement of program goals, objectives and expected outcomes.

9. Vision and Plans for the Future of the Program
- Provide a vision statement of what the department would like the program to be in six years; assuming only costs to continue, with no additional state resources. In order to reach this goal, state the plans for the next 3 years and the next 6 years, including actions which need to occur.
- Provide a vision statement of what the department would like the program to be in six years, if additional resources are available. In order to reach this goal, state the plans for the next 3 years and the next 6 years, including actions, which need to occur, and resources required at each stage.

10. Unit Recommendations
- Identify recommendations for improvement of the program
  - Recommendations for changes, which are within the control of the program, including curricular changes if appropriate; and
  - Recommendations for changes that require action at the Dean, Provost or higher levels