

Appendix B: Components of the Self-Study

A. Overview of the Program

Describe the mission of the program and how its structure supports them. Consider the following questions:

- Provide current degree/major requirements as approved for both undergraduate and graduate offerings.
- How does the mission of the degree programs fit with the home department/unit, the school/college, and the mission of the university?
- What are the degrees' structures? For example, is there a single undergraduate program in the department, or does it have informal tracks/concentrations, formal named options or certificates?
- Describe any substantial and structured collaborations with other programs, such as dual, double or joint degrees, and any 2+2 articulation agreements with Wyoming or other community colleges, and benefits of these arrangements.

B. Current Departmental Faculty

Outline faculty job descriptions, expectations, and accomplishments, including:

- What are the teaching loads of faculty? mentoring loads? Research loads?
- Describe the grant and external funding activities of the faculty, if applicable.
- Using internal and external gauges of scholarly productivity, describe the quality of scholarly work in the department.
- Describe significant university, community, statewide, national, and international contributions of the department's faculty, including scholarly publications, creative activity, service to the university and state, extension and experiment station work, et al.
- What are the tenure and promotion guidelines used by the department and college?

C. Departmental Community and Climate for Students and Faculty

Describe the efforts taken to foster professionalism a sense of community by considering the following:

- Discuss efforts to welcome, orient, and retain new students. What is offered to connect students within the program, as well as with the greater campus community?
- Discuss efforts to welcome, orient, and retain new department faculty and staff. What is offered to connect faculty and staff within the program, as well as with the greater campus community?
- What efforts are there to enhance faculty/staff/student sense of engagement?

D. Departmental Governance and Resources

Describe the department's structure, resources, and accreditation status.

- How do the department's governance model, committees, and hiring criteria lead to active faculty engagement? How does succession planning work for leadership?
- What are department's resources, including facilities, collections, data resources, computing resources, laboratories, and university budgets? What are the department's grant budgets?

E. Degree Programs - Assessment and Evaluation

Summarize the assessment plan used to evaluate the extent to which students are meeting departmental or program learning goals and how the department is engaged in a coherent process of continuous curricular and program improvement.

- What has the department learned through assessment of its curricular learning goals? Provide evidence.
- What changes have been made to curriculum structure or content as a result of assessment?
- What are the emerging changes in the discipline? What is being done and can be done to move forward and seize emerging/future opportunities for degrees?
- If relevant to the program, how do leaders within industry, business, government, or non-profit organizations become involved in offering advice and perspectives on the program and the curriculum?
- What are the degree program(s) learning goals for each program offered (bachelor's, master's, and doctoral)?

F. Student Recruiting and Enrollment

Analyze current practices and trends to determine if enrollment levels are consistent with plans and resources. Discuss relevant program data in the context of the following:

- Are enrollment levels consistent with plans, program resources, and career outcomes?
- What efforts have the department/program made to enhance student access, enrollment, and success? Have those efforts been successful?
- If applicable, what do trends in enrolled students signal about program strength?

G. Student Success and Completion

Discuss the process by which students get regular advising, career counseling, and accurate program information. Reflect upon the following:

Undergraduate

- Who does advising for the department?
- What is the ratio of advisors to students? How often do students to meet with an advisor?

Graduate and Post-Baccalaureate (If Applicable)

- How are advisors assigned and matched to students? How many advisees does each faculty member have?

- How often are program contacts and program information updated and made available online? Is the program information inclusive of program learning goals, program requirements as well as a program-level grievance procedure?
- How are students transitioned between advisors when personnel changes occur?
- How often and in what manner is satisfactory progress monitored? Do students receive written annual feedback on their academic progress? How is the impact of the advising assessed?

Degree Completion and Time to Degree

Referencing relevant institutional data and campus goals, describe efforts to help students make timely progress to degree. Include the following in your discussion:

- Use institutional data sources to examine and evaluate progress to degree metrics and comparison to peers.
- What efforts have been made to improve progress to degree performance and completion rates?
- Are students succeeding within the program at rates comparable to students in similar programs at comparator institutions?
- What impediments to success might be contributing to lack of progress or non-completion?

Evaluate student career outcomes, exit survey, and alumni survey data, and reflect upon how these outcomes are consistent with program goals.

- What do students do after graduation? How does the program prepare them for careers or further academic training?
- What career resources are available to students?
- What is the range of student career outcomes, and are these outcomes consistent with program goals? Does the program track the career progression of its graduates?

H. Graduate Student Funding, Professional Development, and Breadth (if applicable)

Discuss the professional development opportunities of graduate students and consider the following:

- What funding is being provided to graduate students for education and research?
- How does the program encourage graduate students to participate in professional development opportunities that will enhance their skills and support their career goals?
- What resources and guidance are available for exploring academic and/or non-academic careers?
- What opportunities and funding are available to attend and present at professional meetings?
- To what degree does the program offer teaching experience and teaching-related professional development to graduate students?
- How does the typical graduate's program ensure exposure to breadth training? Does the program require a doctoral minor for doctoral students or evaluate other breadth requirements?

I. Overall Analysis of the Self-Study and the State of the Department or Program

What have you learned from the process of this self-study? Outline key findings from the departmental/program's self-study, including primary strengths and challenges, and priorities the department/program has identified for improvement. Highlight in your analysis the value the

department/program contributes to the university, innovations made in degrees and curricular offerings, fundraising and grant-getting accomplishments and goals, research and creative work, and other departmental/program goals and changes that have been made to adapt to changes in the profession and higher education.