

Guidance Notes for Preparing the Self-study Report

Introduction

In preparing a self-study Report for program review, the department should gather important information needed for program assessment and academic planning within the department. Program goals and learning outcomes, curriculum review and revision, staffing needs, and budget priorities should be supported by information identified through the self-study process. The following are guidance notes for the organization of a self-study report.

General Information

- Provide an introduction of Tennessee Tech University.
- Provide an introduction of the department, including the departmental mission, vision, strategic plan, and role at the University, as well as academic programs offered in the department (if more than one).
- Provide general student information, including enrollment trends and graduation trends. (undergraduate and graduate).
- Provide general information on the program, concentrations, and minors.
- Describe degree requirements.
- Describe the program assessment process (IE reporting), including program goals
- Provide any other information related to the program under review.

Program Review Standards

A program reviewer is required to complete either the THEC Program Review Rubric for baccalaureate degrees or the rubric for graduate degrees, and both rubrics consist of 30 standards. Address each standard in the applicable THEC Program Review Rubric. To help reviewers conveniently identify the corresponding content in the Self-Study Report and complete the rubric, organize the Self-Study Report according to the sequential order of the applicable THEC rubric:

Criteria

- ***Curriculum*** (8 standards, 1.1 – 1.8)
- ***Economic Development and Program Sustainability*** (5 standards, 2.1 – 2.5)
- ***Faculty*** (5 standards, 3.1 – 3.5)
- ***Learning Outcomes*** (4 standards, 4.1 – 4.4)
- ***Learning Resources*** (3 standards, 5.1 – 5.3)
- ***Student Engagement*** (5 standards, 6.1 – 6.5)

Indicators of Program Quality

- Evidence of effectiveness of the curriculum, including scores and/or other measures.
- Evidence of student enrollment, retention, and graduation in the program.

- Evidence of the achievement of desired outcomes of instruction for students, including results of comprehensive examinations and regional/national competitions, and documentation of placement and career success by graduates.
- Evidence of program quality derived from surveys of enrolled students and graduates.

Additional Introduction Information for Graduate Program

- Admission procedures that describe how students are selected for the program.
- Innovative, unique, or outstanding features of the program.
- Breadth and depth of the program, particularly any special degree requirements.
- Selection of a graduate student's committee, the nature of the comprehensive examination, and the culminating experience.
- information about how students are involved in research, whether research assistantships are available, how the research is funded, and the emphasis on research as a component of the program.
- Implementation of innovative methodology and technology in teaching as well as assessments by students, faculty, or alumni.
- Interrelationships between public service activities and research and other aspects of the program.