

# **Guidelines for Preparing the Self-study Document**

## **Program Overview**

The Self-Study report shall provide a brief statement describing the academic program, including: role, scope, breadth, and depth, as well as trends of enrollment and degrees conferred. Specify clearly the primary function of the academic unit, including immediate and long-range goals and/or objectives for instruction, research and public service, within the broader context of the college and the university. Assess demand for the program in the community, state, and/or region.

## **THEC Program Review Rubrics**

THEC *Program Review Rubrics* are used as checklists by external reviewers. Each rubric lists a certain number of criteria grouped into the following six categories. The rubric for baccalaureate programs contains 30 criteria and the rubric for graduate programs contains 32 criteria.

- Learning Outcomes
- Curriculum
- Student Experience
- Faculty
- Learning Resources
- Support

Address each criterion in the self-study report to ensure that departments cover all necessary topics and allow the reviewer to find pertinent program information more easily.

## **Indicators of Program Quality**

- Evidence of student demand for transfer into the program and/or retention in the program.
- Evidence of effectiveness of the curriculum, including scores and/or other measures.
- 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.

## **Graduate Program Information**

- Admission procedures--Describe how students are selected for the program.
- Statement of desired outcomes of instruction for students.
- Innovative, unique, or outstanding features of the program.
- Breadth and depth of program – Include in this statement any special degree requirements, requirements for courses outside the academic unit.
- Selection of a graduate student's committee, the nature of the comprehensive examination, and the culminating experience.

- Research in the program – Include any information concerning 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.
- Public Service – Include specifically the interrelationships between public service activities and research and other aspects of the program.
- Teaching – Include information concerning any innovations, as well as assessments by students, faculty, or alumni.
- Assessment methods.