

OUTLINE FOR THE SELF-STUDY

The questions provided here are meant to be ***guiding*** questions that can be used throughout the process. There is no expectation that each and every question will be answered by each program review. **Not all questions will apply to every program. Questions should be engaged honestly, openly and fully. Responses must contain specific examples, details, and metrics.** Teams will address those questions that are both relevant and meaningful for the particular program under review.

A. Executive Summary of Review and Improvement Plan

The self-study should begin with an executive summary of one to two pages that introduces the self-study report and documents the program review process. This summary should identify highlights of the self-study as well as identify issues and challenges meriting future attention. The summary can also include unique areas of distinction or strength in the program.

B. Program Description

1. Describe the size, scope (e.g., degree programs), and mission of the program.
2. Describe the key majors and related curricular activities of the program.
3. Identify significant accomplishments of this program in the past 2-3 years.
4. Briefly describe the culture and leadership of this unit.
5. Provide a discussion of how the program aligns with the mission of its College and of the University.
6. What are the significant obstacles to greater achievement of this program?
7. With what programs in peer or aspirant institutions would you like to be considered?

C. Background and History

1. When was the program initiated? What was the impetus for the program's creation?
2. Describe the evolution of the program and time points where significant mission elements were established.
3. Discuss any recent events that have are particularly important to the current status of the program.
4. Describe the department's/program's working climate? Is there an environment of collegiality, collaboration, and cooperation? Are goals and expectations clear and supported by faculty?

D. Enrollment and Student Profile

1. How well are enrollment analytics used to respond to the needs of entering students?
2. Provide information on the placement of graduates.
3. Discuss trends observed in the number and diversity of students entering your program over the last 10 years.
4. Describe admission requirements for the program.

5. Discuss initiatives to improve access and increase enrollment for selected populations.

E. Faculty Profile

1. Summarize the composition of the faculty associated with the program and attach a curriculum vita for each faculty member in the program.
2. Identify any significant faculty achievements in scholarship, creativity, research productivity and teaching.

F. Curriculum and Instruction

1. Describe with appropriate detail the structure and content of the curriculum.
2. Please provide syllabi for all courses being actively taught in the program. Use the suggested format posted on the DCAE website.
3. Describe instructional/pedagogical innovations within the program.
4. How are students advised academically?
5. Provide an analysis of trends in the program regarding the rigor of the program. For example:
 - a. What assessment methods does the program use to measure student learning outcomes, particularly the Drexel Student Learning Priorities (DSLPS)?
 - b. How were the outcome measures developed? Are there learning outcomes unique to your discipline?
 - c. What have been the results of assessments done over the past 3 years?
 - d. What student learning outcomes would you want to see improved?
 - e. What assessment measures do you intend to continue, and what new assessment measures do you intend to implement in the next 3 years?
 - f. How is advising assessed by the program?
6. Are there changes in knowledge that support possible curricular innovations, connections, with other Drexel programs, formal or informal, or even radical re-design?
7. Is the program and the component courses integrating technology appropriately and providing access to materials in ways that aid learning?
8. Is the program incorporating new pedagogical approaches supporting collaboration, interaction, and experiential learning to improve the quality of the student experience?
9. Is the curriculum being updated and refreshed regularly to incorporate current information and practice in the field of study?
10. What trends have been documented for student satisfaction from end-of-term surveys and the Senior Exit Survey?
11. Do the grade distributions for courses in your program reveal any distortion or inflation of evaluation?

G. Quality of Program Outcomes and Learning Assessment

1. Do curriculum and instruction support student research? How undergraduate student research is demonstrated (i.e. involvement in research day, research coops of students' enrolled, STAR scholars)?

2. How is student achievement of program outcomes and the DSLP's used to improve instruction, curricula, and student supports?

H. Research, Scholarship, and Creative Activity

1. What is the program's vision for its contributions to knowledge?
2. How do the research activities in this program support the University and college strategic plans?
3. How would you benchmark faculty scholarship in your program? How does this compare with competitors and/or professional standards in the discipline? If your program is ranked by a respected source, where does it stand?
4. Describe any unique research/scholarship/creativity focus that sets your program apart from its peers.
5. [Identify and describe any collaborative and/or interdisciplinary projects/initiatives within the program.](#)
6. Describe the program's involvement, if applicable, with university-wide interdisciplinary research themes and initiatives. If the research initiatives involved non-traditional research disciplines, describe if and how did these non-traditional research disciplines add value to multidisciplinary projects and their outcome.
7. What strategic hiring and recruiting practices have been implemented to strengthen research in this program?
8. What impediments inhibit the expansion and strengthening the research in this program and how can they be addressed?
9. Is the University technology and information infrastructure and associated resources (e.g. IRT, research cores, Libraries) adequate to support the growth of research in this program?

PLEASE ANSWER THE FOLLOWING QUESTIONS USING THE RESEARCH TABLE [SEE TAB 11] IN THE RESOURCE SECTION OF THE SHAREPOINT SITE TO PROVIDE THIS DATA.

1. What are the types of faculty scholarship and creativity that typically occur in your program? For example, creative activity might include, but would not be limited to, major shows, screenings, exhibitions, commissions and awards (both for the performing arts and more traditional artist), works in permanent collections, etc.
2. Identify significant faculty achievements in research and/or creativity within the program. Use the research table in the resource section of the SharePoint site as a guide to answer to this question. Feel free to add new categories if needed. The quantitative data requested in this table may be accompanied by a narrative detailing the activities if you choose to do so.
3. Describe initiatives and resources available to encourage undergraduate involvement in faculty research. Please provide the number of students engaged in STAR research, Research Co-op or other research, also include metric of undergraduate research productivity such as presentations, co-authorships, grants, shows, and exhibits.
4. Describe initiatives and resources to support graduate student involvement in faculty research. Please provide the number and type (Ph.D., Doctoral, M.S., etc.) of graduate students engaged in research/creativity, include metrics of graduate student research productivity such as presentations, co-authorships, grants/fellowships, shows, and exhibits.

5. Describe initiatives and resources to support post-doctoral fellows' involvement in research/creativity. Please provide the number of post-docs students engaged in research/creativity, include metrics of research productivity such as presentations, co-authorships, grants/fellowships, shows, and exhibits.

I. Advising

1. Do all students have a developmental plan of study?
2. How are advising responsibilities determined by the program? What is the current advising ratio in the program?
3. What is the scope of advising offered to students in the program?
4. Is there coordination between advisors and faculty regarding student issues? Please explain.

J. Finances

1. Is the program financially viable, sustainable, and potentially expandable?
2. Provide an analysis of resource allocation within the program. Also comment on the following where pertinent:
 - a. Does the program plan for and does the budget support regular equipment (copiers, pc's, printers, etc.) replacement and upgrade, or is the cycle of replacement and upgrade sporadic, requiring occasional special allocations from administrative sources?
 - b. Describe any efforts during the past 5 years to cut costs or operate more efficiently.
 - c. Does the lab fee revenue received meet the needs for which it was designed?
 - d. Without increasing resources, what changes would you propose that would strengthen the program?
 - e. With a reasonable increase in your budget, what new initiatives could you pursue that would strengthen the program?
3. Are there economies of scale or efficiencies that can be applied to the organization or the delivery of the program to increase revenues or decrease expenses?
4. Are the external and internal demands for the program sufficient to maintain enrollment goals and grow the program?

K. Analysis of Resources

1. Staffing
 - a. List the names, titles, and responsibilities of current staff in your program.
 - b. Is the number and abilities of staff sufficient to meet the current educational and research goals of the program? For the next five years? Are there positions that could be consolidated or eliminated?
2. Library Resources
 - a. Comment on the adequacy of available library resources available for program and future needs in this area.

3. Administrative Support
 - a. Is your program receiving appropriate support from the administration to achieve your goals?
 - b. What initiatives could the administration undertake to assist your program in furthering its goals?
 - c. Are there ways your program could share resources to support others?

L. Facilities and Space

1. Are facilities, equipment, and maintenance adequate for current programs? For the next five years?
2. How does the condition of the current facilities impact program delivery and research? Please explain.
3. What kind of short-term changes in facilities would contribute to the success of your program or research plans?
4. What kind of long-range changes in facilities would contribute to the success of your program and research plans?

M. Technology

1. Identify technology resources that are allocated or available to your programs, including shared resources.
2. Discuss how these resources are used most effectively to achieve learning outcomes. Are faculty and staff in your program adequately trained to use the technological resources available?
3. Identify needed additional technology resources to meet the program's five year plans

N. Strategic Alignment

1. Does the program support the mission and strategic plan of:
 - a. the university,
 - b. the college, and
 - c. the department?
2. What aspects of the plan(s) does it support primarily?
3. Are there related programs which should be considered in concert with this one to identify and review potential options for consolidation/collaboration and which are they? Would alignment or affiliation serve teaching and learning and research goals? Please describe.

O. Economies and Efficiencies

1. What enrollment trends does the data suggest to you? What insights might the data provide in terms of your program's analysis of enrollment trends in F2F instruction? On-line? Graduate enrollment? Is there interest in the program? Is there capacity in the program which is not being maximized?
2. Are class sizes what they should be? Do you have additional capacity which is not optimized? Are there changes in the field that may impact the costs of providing the program in the future? (such as equipment or experiential components)

3. Are there changes to be made in how the courses in the program are delivered which may result in savings? (faculty workload, pedagogical approaches, lecture, seminar, etc.) Who is teaching the courses and what support do they have? (such as TA's)
4. Has the discipline and professional landscape changed in ways that would merit a redesign of the program including cross disciplinary collaborations, consolidation with other programs, or other organizational changes that would enhance the academic experience and increase the currency and relevance?
5. What trends do you see in terms of your program's research dollars over time? How do those awards impact the research and scholarship productivity of your faculty? What is the market for research awards in this program or field?
6. Is the cost of equipment, labs/facilities, increasing in such a way that makes delivering a quality program impractical?
7. Is the program contributing to the University's goals for improving retention, student quality, and professional placement?

P. Conclusion and Action Plan:

1. What are some of the "best practices" and future trends in the discipline that your program should implement?
2. Summarize the program's strengths and weaknesses.
3. Describe and outline a plan for strategic improvement. What actions do you recommend – and in what order?