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

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

Program Review Standards

Address each standard in the THEC Program Review Rubric. To help reviewer conveniently
identify contents in the self-study Report and complete the rubric (or to make life easier for the
reviewer), use the sequential order of the THEC rubric in the self-study Report:

x Learning Outcomes (4 standards)
x Curriculum (10.r2 792 re
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x Evidence of student enrollment, retention, and graduation in the program. x 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. x Evidence of program quality derived from surveys of enrolled students and graduates.
Additional Introduction Information for Graduate Program x Admission procedures that describe how students are selected for the program. x Innovative, unique, or outstanding features of the program. x Breadth and depth of program, particularly any special degree requirements. x Selection of a graduate student's committee, the nature of the comprehensive
examination, and the culminating experience. x 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. x Implementation of innovative methodology and technology in teaching as well as
assessments by students, faculty, or alumni. x Interrelationships between public service ac