BRIGHAM YOUNG UNIVERSITY–HAWAII SELF-STUDY GUIDELINES

Revised 2021.10.27

OVERVIEW

1. Program Engagement in Self-Study

Based on experience gained from over 20 program reviews conducted here at BYUH since 2013, we have learned that the self-study reflects the level of engagement from faculty and staff members of the program. Reviewers immediately can tell if the document was written by an individual or a group. Having said that, the goal then in this whole self-study process is to use the time and process as a period for all individuals in the program to address how the program identifies and uses data (direct and indirect evidence) to help inform decision-making and collectively engage in the writing of the self-study report.

[NEW 6-16-21] Generate Peer-Review groups, benchmark findings against similar programs on other campuses, report on annual assessment reports, multi-year assessment plan.

- Analysis of program's learning outcomes
- Analysis of annual assessment plan findings
- Analysis of bench-marking results
- Analysis of subsequent changes and evidence concerning the impact of these changes
- Updated multi-year assessment plan

(WSCUC Program Review Rubric Criterion (Process of Review) (rev. 8/2013))

(Pertinent WSCUC standards and CFRs 2.7, 4.1 and 4.6)

2. Program Overview (1-2 pages)

Create a profile that describes your program and its mission, vision, etc. Include what was learned in the last program review and what changes were made based on those findings. Be sure to define the meaning, quality, and integrity of the degree(s)* by answering the following:

- What is the purpose/significance of the program experience?
- What is your distinguishing way of accomplishing student learning?
- How is the program more than the sum of its courses?

(WSCUC CFRs 1.2 and 2.2)

The goals, coherence, sequencing, alignment, resourcing, and overall quality of the educational experience leading to conferral of an institution's degree (2013 WSCUC Handbook of Accreditation, p. 52).

ASSESSING PROGRAM QUALITY

3. Student Learning and Academic Success (3-4 pages)
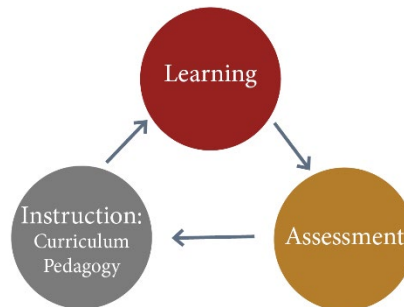
The purpose of section 2, Student Learning and Academic Success, is to evaluate how well students are learning and achieving Program Learning Outcomes. This section must have direct evidence (e.g., results of student classwork judged against an established and benchmarked rubric) to support inferences and conclusions. Best practice outlines how the data was gathered over time, how the data was analyzed and what was learned from it, and what actions have been taken because of what was learned.

Assessment is a systematic process for measuring student learning. It starts with what is at the heart of the program that makes it meaningful. What is/are the signature assignment(s) or experience(s) (e.g., exams, practicums, juried performances, art exhibits/portfolios, etc.) that demonstrate this meaning? Start small, use methods people are comfortable with, have a written plan, keep a record, and build in to academic strategic and budget planning processes.

3.a How do you know your students are achieving your Program Learning Outcomes?

The focus of this section is to speak to _how well_ students are learning. Describe the established level of student learning based on achievement levels for your program (e.g., initial, emerging, developed, highly developed). (WSCUC CFR 2.2a, 2.4 and 2.5)

- In assessing capstone/signature assignments, what did you learn about your students' learning?
- What active role do students play in achieving the Program Learning Outcomes?
- Based on assessments tied to specific courses, what does the data say about the varying levels of student learning?

3.b How do you know if your Program Learning Outcomes are appropriate?

The focus of this section is to identify how well the program learning outcomes represent the scope and depth of learning appropriate to the degree/certificate program and appropriate to the standards of the discipline/ profession offered. (WSCUC CFR 2.2a)

- What gaps have you identified in student learning where the standard set by the program has not been met (e.g., use a national exam and identify measures embedded within courses that align to the exam to inform how well students achieve these measures)?
- What high-impact practices are in place and how well are they aligned to the PLOs? What learning gaps have been identified through the evaluation of these practices, if any?
- How well does the curriculum align with student learning outcomes at the course (CLOs), program (PLOs), and institution (ILOs) level? (WSCUC CFR 2.4)

3.c Through the use of Assessment, how do you know your curriculum helps students achieve Program Learning Outcomes?

The focus of this section is on how curriculum and pedagogy has been modified, or not, based on assessment results. (WSCUC CFR 2.2a, 2.3, 2.4 and 2.5) How well does the curriculum, instruction, and assessment (WSCUC CFR 4.4) offer sufficient opportunities for students to learn relevant disciplinary and professional knowledge, skills, competencies, etc. for the type and level of degree/certificate conferred? (WSCUC CFR 2.3)

- How has data from assessment over time informed changes in the curriculum? Address this based on curriculum proposals and EZ forms submitted and approved (or not) by the University Curriculum Council.
- How has data from assessment of capstone/signature assignments informed changes in the course purpose/description, course materials, and anything relative to the field/discipline? As evidence, indicate any curriculum proposals and EZ forms submitted and approved (or not) by the University Curriculum Council.
- How has the program's Outcomes Matrix helped with mapping the program curriculum? Was this part of the curriculum proposal and EZ form process? How has this helped the program identify gaps in student learning? Include your program's outcomes matrix within the self-study.
- Based on these identified gaps, what updates were made to the Outcomes Matrix (some will be tied to curriculum proposals)? As evidence, indicate any curriculum proposals and EZ forms submitted and approved (or not) by the University Curriculum Council.
- What other practices have helped to identify student learning gaps and how have these informed curriculum modifications (e.g., students not prepared for a course because they lacked foundational skills resulting in a pre-requisite requirement)? As evidence, indicate any curriculum proposals and EZ forms submitted and approved (or not) by the University Curriculum Council.
- How has assessment informed pedagogy in the delivery of program curriculum?

3.d How do you know the students are having a good experience in the program?

The focus of this section is to describe how well the program does in the administration and delivering of the curricula, and its effect on the student educational experience. (WSCUC CFR 2.4)

- What has the program/department learned about the sequence students take courses and its impact on student learning and educational experience?
- How have program/department course scheduling practices impacted the student educational experience in the program?
- How well does the program engage with academic advising, and what is the effect on the student experience in the program?

3.e [NEW] How has the program improved based on annual feedback on assessment from the University Assessment Committee?

Using the annual assessment reports and feedback from the University Assessment Committee, address how the program has used this feedback to improve student learning or not.

3.f [NEW] How does the program engage students in the program review process including sharing of their work/products, application of rubrics for self-assessment, and providing their own evaluative feedback?

Using the program review process, describe how the program has engaged students in the process.

(WSCUC CFR 2.2a, 2.3, 2.4, 2.5 and 2.7)

4. Student Satisfaction (1-2 pages)

How satisfied are students with your program's curriculum, faculty, program administration, general learning environment, campus facilities and student services? Do their answers meet department expectations?

- Feedback from students (e.g., surveys, interviews, focus groups)
- Student timely progress to obtaining a degree
- Reflection on students' sense of belonging in the program
- Other program evidence

(WSCUC CFR 2.10)

5. Graduates' Success (1-2 pages)

To what extent are graduates succeeding in relevant careers, graduate programs, community service, creative endeavors (or other methods of determining graduate success)?

- Student satisfaction as measured by graduating student and alumni surveys
- Student perceptions about attaining personal and professional goals
- Information from employers, graduate schools, licensure exams or other external sources to assess graduates' success
- Other kinds of achievements or outcomes used to measure graduate success

(WSCUC CFR 1.2, 2.6, 2.10)

6. Faculty Quality (1-2 pages)

How well do faculty meet the needs of the program (e.g., in terms of teaching experience, areas of expertise, academic qualifications, committee and advising needs)? What are the particular strengths and areas for improvement in the faculty composition? (WSCUC CFRs 2.1, 3.1, 3.2 and 3.3)

- Evaluation of the teaching effectiveness of faculty (WSCUC CFR 2.9)
- Include a matrix of analysis of faculty production within the following areas (WSCUC CFR 2.8):
    - Research, peer-reviewed publications / other scholarship
    - Professional development (i.e. conferences, peer-reviewed conferences, trainings, etc.)
    - Service (discipline-specific, university, faculty unit, etc.)
- Standards for faculty hiring
- Distribution of faculty workload
- Integration of adjunct faculty into the program beyond the courses they teach

ASSESSING PROGRAM SUSTAINABILITY

7. Student Recruitment, Retention and Graduation (1-2 pages)

How well does the program attract, retain and graduate the mix of students sought by the program (e.g., target markets, qualifications)?

- How effective are the program's recruitment and admission processes?
- What does the program do to improve retention, attrition, and graduation rates?

(WSCUC CFRs 2.7, and 4.1)

7a. [NEW] How does the program align with the mission of the university?

How does this program's resource allocation support the mission of the university? (WSCUC CFRs 1.1 and 4.6)

- What is this program's vision of their role in 21st century education? (WSCUC CFRs 4.6 and 4.7)
- What is this program's vision of their role in achieving the University's mission and vision?
- How does this program use annual assessment to ensure sustainability? (WSCUC CFRs 4.4 and 4.5)
- What resources are needed for success? (WSCUC CFRs 3.1, 3.2, 3.3, 3.4 and 3.5)
- Is this sustainable over the next 5 to 7 years?

7b. [NEW] How does the program integrate planning and budgeting as part of the program review process?

How does this program's resource allocation support student learning through the annual assessment report process, the curriculum process, annual strategy/budget reviews and the annual AVP closing of the loop interviews/discussions addressing the Quality Improvement Plans of program reviews?

(WSCUC CFR 3.4)

8. Applying Resources to Ensure Quality & Sustainability (1 page)

9. How does this program's resource allocation support the mission of the university? (WSCUC CFRs 1.1 and 4.6) Societal and Professional Needs (1-2 pages)

How well does the program address societal and professional needs (e.g., partnerships with organizations, community involvement, specialized accreditation)?

- How well does this program meet current and potential future trends within the labor market and society
- How well does this program align to needs in the target area
- How does this program differentiate itself from the competition
- What are foreseen modifications that may be needed in order to stay current or competitive in the discipline

(WSCUC CFRs 4.6 and 4.7)

PROPOSED PROGRAM QUALITY IMPROVEMENT

10. Five-Year Program Goals (1 page)

Identify the key goals that need to be achieved over the next five years to fulfill your mission. Prioritize in order of importance and indicate who will follow up and when it will be completed.

11. Summary of Proposed Changes and Resources Needed (1-2 pages)

Reflect upon the previous sections of this self-study. Other than adding new faculty, what changes does the department propose to significantly improve the quality of this program? For each proposed change list:

- Brief description of significant proposed change to improve the program

- Rationale and evidence from the self-study that support this change
- Rationale and evidence from the department mission that support this change
- Resources needed for implementing this change

(WSCUC CFR 3.5, 4.3)

REQUIRED APPENDICES

The following appendices should be attached to the end of the self-study report and referenced in the text.

Appendix	Description
Assessment Plans	Annual assessment plans and other pertinent evidence related to assessment of learning (e.g. rubrics, copies of survey instruments, other assessment instruments) gathered since the last program review
Outcomes Alignment Matrix	List all courses offered in your curriculum. Identify program learning outcomes and institutional learning outcomes taught in each course and at what level (H-High, M-Medium, L-Low, or N-No coverage). Also attach other pertinent evidence of curriculum alignment.
Data on Student Learning [NEW]	Data on Student Learning submitted in curriculum proposals and EZ forms.
Strategy Reviews	Pertinent items created for annual strategy and budget reviews that may include inputs (faculty, etc.), objectives (program and course learning outcomes), assessments (where and how students are being measured and how they're doing), analysis (what does it all mean? are there any gaps? what are you going to do about it?), and/or forecasting. *Note:* Do **NOT** include budget sheets
MRS Sheets	Requirements sheets for each major, minor and certificate within the program
Faculty CVs	Attach CVs for all active faculty members (in alphabetical order)
Faculty Work/Teach Load	The dean creates this document by listing the teaching load and other assigned duties and responsibilities for each faculty member.
Missions	State the University's mission and your faculty's mission. State your program mission and how it supports the University and faculty missions.

Please also have all course syllabi updated and available for access through your department website or box. Do NOT attach syllabi to the self-study report.

INFORMATION TO SUPPORT REFLECTION IN THE SELF-STUDY

What inferences can you make and what actions will you take in the future based on the evidence provided? These data should be used to make inferences and draw conclusions but should NOT be attached as appendices.

- **Student Satisfaction Survey Results:** Include evidence related to student satisfaction in the self-study narrative.
- **Graduate Survey Results**: Include evidence related to graduate survey information in the self-study narrative.
- **Alumni Survey Results**: Include evidence related to alumni survey information in the self-study narrative.
- **Student Retention, Attrition, and Graduation:** Include pertinent evidence related to student retention, attrition, and graduation in the self-study narrative.
- **Student Demographics:** Include pertinent evidence related to student demographics (gender, age, ethnicity, etc.) in the self-study narrative.