Prescribed Minimum Content: Six-Year Review Self-Study

Note: The following outline prescribes the minimum content that is to be included in the self-study for academic programs that award degrees. A unit's self-study may include other information; self-studies may also be organized in the ways individuals will find most efficient and helpful. Programs that do not award degrees are expected to include all of the following items that are applicable to the program. Any program that undergoes specialized program accreditation/ certification by an external agent is expected to follow the rules and guidelines associated with that agency's review process.

*Programs are encouraged to contact the **Office of Institutional Effectiveness (OIE@dom.edu)** for any needed assistance or resources when addressing the following items.*

To the best of your ability, address the following prompts:

1. Introduction
    a. Review the program's plans and goals from the last review.
    b. Summarize the program's achievements of these goals. Address any other notable accomplishments of the program.
2. Alignment with University Mission
    a. Address how the program aligns with the university's mission. If applicable, include the program's vision and/or mission statements.
3. Curriculum
    a. Describe the current curriculum and any significant changes enacted since the last review.
    b. Address the essential knowledge and skills for the program's field of study, how they have changed since the last review, and how they are given priority in the curriculum.
    c. Describe plans to change the curriculum.
    d. Describe the process through which the course of study is evaluated, updated, and modified.
    e. Discuss student advising within the program.
    f. Describe any experiential learning opportunities for students in the program, including (but not limited to): internships, fieldwork, artistic performances, research presentations, etc.
4. Relationship to Relevant Programs/Disciplines
    a. Identify relationships of the program to other DU programs/disciplines.
        i. If applicable, describe how the program is in service to the Core Curriculum.
        ii. If applicable, describe how the program's faculty teaches courses affiliated with another DU program/discipline.
5. Participating Faculty

     a. Provide information about your participating faculty, including those who might be appointed to another program.

     b. Describe, and support with evidence, how faculty members remain current in their fields and update their courses to reflect research, field-based changes and new information.

     c. Describe how faculty, full-time and part-time, are evaluated.

6. Student Learning Assessment

     a. Summarize the program's formal student-learning assessment efforts since the last review. This should include, but is not limited to the following:

          i. The assessment plan covering the years pertinent to this self-study.

          ii. The goals and outcomes that were actually assessed.

          iii. Aggregate summaries of the data for each goal/outcome assessed

          iv. Results and conclusions for each goal/outcome assessed

          v. The assessment plan for the next 6-year cycle.

     b. List the program-level student learning goals and outcomes (LGOs).

     c. Describe the process through which the program-level student learning outcomes are developed, evaluated, and revised, including an assessment plan that indicates when, where, and how each formally articulated student learning goal and outcome (LGO) is assessed.

     d. Address how the program uses assessment data to improve student learning, including references to specific program meetings where student learning assessment was discussed and documented in meeting minutes/notes.

7. Diversity, Equity, and Inclusion (DEI) Efforts

     a. Describe the program's efforts to provide a diverse, equitable, and inclusive curriculum.

     b. Describe how this curriculum addresses differing student needs.

     c. Describe the diversity of the program's faculty and/or staff.

8. Trends Analyses

     a. Number of Majors

          i. Provide data regarding the number of majors declaring and graduating with the program since the last review.

          ii. Address notable trends in this data by contextualizing the results with circumstances in the program.

     b. Enrollment Trends

          i. Provide data regarding course enrollment trends (utilizing credit hours, headcounts, or an equivalent metric) since the last review.

          ii. Address notable trends in this data by contextualizing the results with circumstances in the program.

     c. D/F/W Rates
         i. Provide data regarding D/F/W rates (or equivalent) since the last review.
        ii. Address notable trends in this data by contextualizing the results with circumstances in the program.

9. Program Optimization Data (supplied by Provost's Office)
    a. Address the data provided by the program optimization review.

10. Budget and Other Resources
    a. Discuss the program's budget allocation in relation to program's goals.
    b. Describe the changes the program would like to make with respect to budget, emphasizing primary needs moving forward.

11. Concerns / Issues Adversely Affecting the Program

12. Program Goals for the Next 6 Years
    a. List the goals the program hopes to achieve over the next six years.
    b. Present the program's plan for achieving these goals.
    c. Describe the type of institutional support the program expects to receive achieve these goals.

13. Other Program Highlights
    a. If applicable, address any other aspect of the program believed to be relevant to this self-study, including (but not limited to): program's engagement with communities external to the university; placement of graduates, career data, course evaluation reports, faculty self-assessments, etc.