

Prescribed Minimum Content: Five-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:

- I. Program Vision and Mission and Its Place within the Dominican University Mission
 - What are the program's Vision and Mission Statements?
 - How does the program align with Dominican's Mission?
- II. Program History
 - Address the history of the program at Dominican University
 - Provide a summary review of past years' (since last review) plans, goals, and the outcomes achieved
- III. Description of Current Program
 - Describe the relationship of the program with the university as a whole
 - Describe the relationship of the program to other programs
 - What are the goals of the program (e.g., quality, curriculum, kinds and number of students to be served, adaptations or expansions of the program, etc.)?
 - Specifically speak to the Core Curriculum: Foundations, Area Studies, and Seminars
 - Explicitly address the multicultural components associated with the program's curriculum
 - Describe how the program contributes to fostering a diverse learning environment* with respect to the students, the faculty and staff, the curriculum, and the university as a whole
 - Address student enrollment trends (utilizing credit hours, headcounts, or an equivalent metric) over the past five years.
 - Address changes in the number of students declaring and graduating with the department major over the past five years.

*Refer to the Vision Statement on page 3 of the Committee on Diversity's strategic planning document for an operational definition of diversity.

- IV. Examination of the Program**
- A. Quality of Program Curriculum: Guidelines/Indicators**
- What are the essential knowledge and skills for the program's field of study? How are they given priority in the curriculum?
 - How does the program address diverse student needs?*
 - Explain how the program's faculty incorporate a shared vision of student learning into the curriculum's course of study.
 - Describe the process through which the course of study is evaluated, updated and modified.
 - Describe any online and blended courses in the program's curriculum
 - Address the future of online/blended course in your program
- B. Quality of Faculty: Guidelines/Indicators**
- Describe, with evidence, how faculty members remain current in their fields.
 - Describe the process through which the program's student outcomes are developed, evaluated, and revised.
 - Describe how course design and instruction are aligned with mission, goals and desired student outcomes.
 - Describe examples of diverse learning needs and how they are addressed by the program.*
 - Describe the process through which faculty members review and update their courses to reflect research, field-based changes and new information.
- C. Quality of Student Learning: Guidelines/Indicators**
- What are the program level student learning outcomes?
 - Include a 5-year assessment plan that shows how all of the program's student learning outcomes are assessed over a 5-year period.
 - Discuss student learning outcomes as they relate to the program mission, reflecting research in the field; needs, changes and demands in real world applications; and field-based exams or other measures of competence.
 - What assessment instruments are used to measure student learning outcomes?
 - Provide an analysis of the data received from the measures.
 - Summarize the formal assessment of student learning at the program level.
- D. Quality of Student Experience: Guidelines/Indicators**
- Discuss student advising within the program.
 - Explain how methods for student evaluation of the program and instruction are in place and data is used by faculty and administration for program review.

- Describe any opportunities students in the program for learning and application of learning outside the classroom.
- Graduate placement/Alumni survey – to the extent feasible, include data that address where graduates end up; include a discussion of how the data inform your program.
- Discuss the quality of the student learning experience with respect to an inclusive and equitable learning environment

V. Resources

A. Budget

- Discuss the program's budget allocation in relation to program goals.
- What changes would the program like to make with respect to budget, emphasizing primary needs?

B. Staff

- Address any staffing needs the program has.
- Describe the diversity amongst the members of the program.*

C. IT Needs

- What are the specific IT needs of the program?

D. Other Instructional Resources

- Describe students' access to instructional materials and supplemental instructional materials. What changes would you like to see with respect to instructional materials?
- Discuss the physical learning environment of your students. Is it appropriate and does it support achievement of the program's desired student outcomes? What changes would you like to see in the physical environment?

VI. Long-Term Goals for Program and Plans for Achieving Goals

- What does the program expect to achieve over the next five years?
- What is the program's plan for achieving these goals?
- What type of institutional support is the program expecting in order to achieve these goals?

Additional information that is not required, but might be included:

1. Results from surveys (e.g., exit, program, course, employer, etc.)
2. Faculty self-assessments

3. Course evaluation reports
4. Grade analysis
5. Major field achievement tests
6. Internships or fieldwork done by students
7. Significant student learning experiences outside of the classroom (e.g., artistic performances, research presentations, etc.)