

Self-Study Instructions
for
Academic Unit Reviews
Brigham Young University

Fall 2006 – Winter 2007 Version

Office of Planning and Assessment

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Academic Unit Self-Study Document Instructions

You may write the document using any program with which you feel comfortable. We can accept files in Word (preferred), WordPerfect, Acrobat, etc. on PC or Macintosh platforms. Once finished, you may simply email a copy of the report to the Office of Planning and Assessment at the following email address: aaunitreview@byu.edu. The report will be distributed by Planning and Assessment to the external and internal reviewers, and other BYU administrators. Typical self-study documents are about 25 to 30 pages long, not including tables, figures, graphs, appendices and attachments. The self-study document begins with a cover page (see Appendix 1 for an example) and contains the following eight sections.

I. Executive Summary

Provide a 2 page executive summary that presents in a concise fashion the most significant issues found in the strategic reflection and planning experience of the faculty. List the strengths and areas needing improvement in your unit, as well as changes made as a result of your last unit review.

II. Unit Strategic Plan

Present a concise (approximately 4 pages) overview of your unit's strategic plans for the next 5 to 10 years.

The **Unit Strategic Plan** section of the document should focus on the following:

- Present important historical and contemporary aspects of the academic unit that facilitate understanding of the unit's future plans. This should occupy no more than one-fourth (approximately 1 page) of this section.
- Clarify the relationship between the unit's mission and objectives and BYU's mission, Aims, & objectives.
- Describe the salient elements of the strategic plan guiding the unit's next 5 to 10 years of faculty and program development, student recruitment and learning, and other relevant unit-level activities.
- Explore national and global disciplinary trends, research strands (faculty research groups) in the unit, scholarly contributions, etc. that are central and important to the future of the unit.

Complete the required tables¹ and appendices² for this section (reference to, and perhaps discussion of, the appendices should be made in the narrative of the section):

¹ All required tables must be presented in the body of the report.

² Tables and figures scheduled as appendices in the unit self-study document can be presented in the body of the report, at the discretion of the unit. If kept as an appendix the self-study document should refer to the content of the appendix in the body of the text.

- Required table:
 - Table 1: Alignment of Mission, Aims, and Objectives.
- Required appendices:
 - Table 3: Enrollment Trends and Teaching Loads - Last 5 years.
- Required CD documentation³:
 - Folder: “OrgChart”. Organizational chart of your unit’s administrative.
 - Folder: “MostRecentSelfStudy”. Summary (or complete report) of the most recent unit self-study (including internal team final report), graduate program review, and/or accreditation review. A summary should account for all of the strengths, issues and challenges, and recommendations in the complete report.

III. Faculty

The **Faculty** section of the document should be approximately 4 pages long, focusing on the following:

- Analyze the strengths and challenges of the unit’s faculty in terms of citizenship, teaching, and scholarship.
- Present a synopsis of the most significant scholarly contributions being made by the unit, faculty research groups, or individual faculty members.
- Identify and clarify significant policies, procedures, and challenges that affect quality and performance of the faculty (e.g., collegiality, diversity, morale, workload, faculty development, experience and preparation, research teams, etc.).
- Evaluate the unit’s documentation specifying performance expectations and criteria for faculty evaluation (CFS, rank advancement, annual stewardship reviews, etc.).
- Elaborate on the unit’s plans for faculty retirement and recruitment over the next 10 years. Include in this section reflection on the following questions:
 - How is the unit identifying, making and maintaining contact with, and increasing the pool of potential faculty members?
 - What are the salient personal and professional characteristics of potential faculty members the unit is interested in recruiting?

Complete the required tables and appendices for this section (reference to, and perhaps discussion of, the appendices should be made in the narrative of the section):

- Required tables:
 - Table 2: Faculty Rank and Status Profile.
- Required appendices:
 - Table 4: Teacher and Course Evaluation History.
 - Table 5: Faculty Performance Indicators.
 - Table 6: Faculty Terminal Degrees and Leaves.

³ All documents provided on the CD should be in Adobe PDF format.

- Required CD documentation:
 - Folder: “UnitDocuments”. College/unit documents on faculty promotion, continuing faculty status, and graduate faculty status.
 - Folder: “FacultyVitae”. Vitae for all current full-time faculty members.
 - Folder: “Scholarly&CreativeWork”. 4 to 6 representative examples of the most significant faculty scholarship and creative activity during the past five years that has generated the most significant professional and public impact.

IV. Degree Programs

The **Degree Programs** section should provide a one-page analysis and appraisal of each degree program, based on the most current update of Program Level Documentation (PLD). The PLD online database can be accessed through the curriculum area of Student Academic and Advisement Services⁴ (SAAS) if the academic unit has not maintained its own access. A hard copy print for each program’s PLD may also be requested from SAAS.

The analysis and appraisal of each program should focus on the following:

- The enrollment trends, level of student demand, and program modifications since the unit was last reviewed.
- Pertinent comparisons with similar programs at comparable institutions.
- Relationships with other degree programs on campus (if any).
- Evidence of student achievement of program objectives and intended outcomes.
- Program strengths, challenges, and recommendations for improvement.
- An exploration of present and future issues that might impact the continuation or adaptation of the program and related courses.
- Complete a Limited Enrollment Program Analysis template (see Appendix 4) for each program that has been granted Limited Enrollment Program status.

Evaluate the following aspects of each graduate program:

- Sufficiency of allocated time and numbers of faculty members in graduate role.
- Success in keeping pace with the expansion of skill, knowledge, and technology.
- Depth of study and level of demand on student intellectual and creative capacities required.
- Significantly greater expectations, content, and resources of doctoral degree programs (if offered) in comparison with the master's or baccalaureate levels.

Complete this section by responding to the following issues in no more than 2 pages of narrative:

⁴ After 01 April 2006 this site will be active. Prior to that date use the following URL:
<http://accredit.byu.edu/committees/edprogram.aspx?lms=3>

- Consider which programs and courses best advance the mission, Aims, and objectives of BYU and the unit.
- Assess the costs (real or opportunity) of introducing and sustaining any programs that are being planned.
- Evaluate any internal reallocation of resources (faculty, staff, equipment, etc.) that may be required to support future programs.

Complete the required appendix for this section (reference to, and perhaps discussion of, the appendix should be made in the narrative of the section):

- Required appendix:
 - Table 7: Programs and Degrees Offered with Number of Degrees Granted.

V. Students

The **Students** section of the document should be no longer than 3 pages, focusing on the following:

- Explore the demographic trends of the unit's undergraduate and graduate students including gender, ethnicity, religion, international status, and numbers of students by degree programs for the last five years.
- Assess the quality of the unit's undergraduate and graduate students (using quality markers such as GPA, average scores on national standardized exams or certifications, time to-degree, employment, and graduate school placement).
- Explore student satisfaction as measured by student and alumni surveys, exit interviews, and external or internal program reviews.
- Evaluate unit plans and processes for admission and recruitment.
- Describe advisement resources and review the adequacy, utility, and outcomes of the current system
- Present current programs and future plans for maintaining or increasing faculty mentoring of students, opportunities for student access to faculty and their research, and international experiences made available to students.

Complete the required appendices for this section (reference to, and perhaps discussion of, the appendices should be made in the narrative of the section):

- Required appendices:
 - Table 8: Student Demographics.
 - Table 9: Student Enrollment Trends – Program, Degree, Minor, Emphasis, Specialty.
 - Table 10: Current Undergraduate Student Majors' Entering Ability Measures: ACT and High School CGPA.
 - Table 11: Standardized Test Scores of All Admitted Graduate Students.
 - Table 12: Number of Semesters to Graduation: Last 5 Years (Undergraduate Majors Only).

- Table 13: Number of Years to Graduation: Last 5 Years (Graduate Students Only).
- Required CD documentation:
 - Folder: “Student&AlumniSurveys”. Summaries of student and alumni surveys, exit interviews, etc.

VI. Assessment and Evaluation

The **Assessment and Evaluation** section should be no longer than 3 pages, focusing on the following:

- Explore how the unit assesses and evaluates student competencies and performance, and how the results are used to change and improve department expectations, courses, and programs. Examples may include some of the following, which are not intended to be either “prescriptive or exhaustive”, nor necessarily the best measures:
 - Test comparisons that reveal beginning and ending competencies.
 - Specialized accreditation reviews, or other reviews by external experts.
 - Survey of alumni satisfaction.
 - Exit interviews.
 - Standardized tests, certification and licensing exams.
 - Longitudinal evaluations of capstone experiences or portfolios as students complete the program.
 - Grade distribution studies.
 - Attrition rate from the program over the past five years and reasons why it is increasing or decreasing.
 - Employment and/or employer satisfaction.
- Summarize the unit’s plan of assessment, evaluation, and continuous improvement. Include planning procedures and provide evidence of educational objectives attainment by evaluating the following:
 - Processes of ongoing evaluation that foster alignment of educational objectives, student outcomes, and student competencies.
 - Strengths and weaknesses of the unit’s process.
 - Processes that involve programs’ various constituencies in developing an educational plan that includes the following components: formulation of educational objectives, student outcomes, and student competencies; alignment of curriculum; formulation of an assessment plan; and formulation of a continuous improvement process.
 - Contribution of unit’s plan to the fulfillment of BYU’s mission, Aims, and objectives.
- Evaluate the impact of specialized accreditation requirements on the unit’s assessment and evaluation efforts and system, if applicable.

VII. Facilities and Resources

The **Facilities and Resources** section should be no longer than 3 pages, focusing on the following:

- Evaluate the adequacy of unit facilities and resources (including any available for joint use between units). This evaluation should include items such as those listed below.
 - Library and information resources in terms of "quality, level, breadth, quantity, and currency."
 - Opportunities for input from "faculty, staff, students" into development of library resources and services.
 - Level of staff and technical support.
 - Space and furnishings (e.g., classrooms, labs, offices, TA offices).
 - Research and lab equipment.
 - Replacement schedule for lab and instructional equipment.

Appendix 1
Example Self-Study Cover Page

Self-Assessment Document

of the

[Insert unit name]
College of [Insert name]
Brigham Young University
Provo, Utah 84602

This document has been prepared by the following members of the department.

Date

[Name], Chair

Date

[Name], [Title]

Date

[Name], [Title]

Date

[Name], [Title]

Some elements of this document have been included with the intention of satisfying accreditation requirements of Northwest Association of Schools and Colleges and other accrediting bodies.

Document template and some data (as noted) have been provided by the
BYU Office of Planning and Assessment.

Appendix 2
Required Tables

Table 1
 [Insert unit name]
 Alignment of Mission, Aims, and Objectives

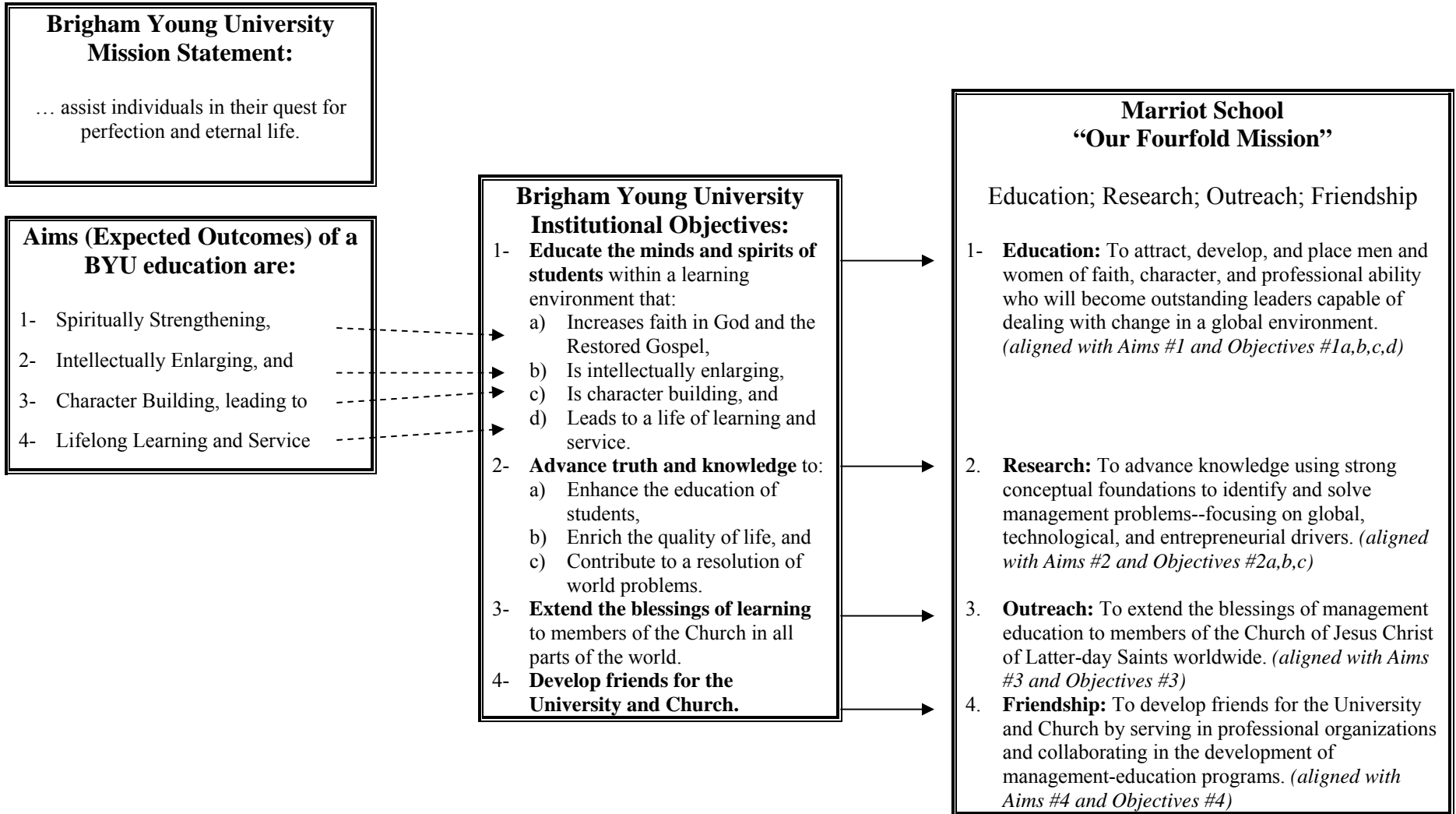


Table 2⁵
 [Insert unit name]
 Faculty Rank and Status Profile

Faculty Profile (full-time & part-time)		Gender		Number in Rank by Classification:					
				Professorial			Professional		
		Male	Female	CFS	CFS Track	Not CFS Track	CFS	CFS Track	Not CFS Track
Professor									
Associate Professor									
Assistant Professor									
Instructor									
<i>[Add or delete rows as necessary using titles in the Faculty Profile System]</i>									
Full-Time	Total								
	Male								
	Female								
Part-Time	Total								
	Male								
	Female								
	FTE ⁶								

Explanatory Notes:

⁵ Data for this table are derived from unit records.

⁶ Part-time FTE is computed by dividing the total number of credit hours taught in Fall Semester of 2005 by 12.

Appendix 3
Tables Required as Appendices to Self-Study Document

Table 3⁷
 [Insert unit name]
 Enrollment Trends and Teaching Loads – Last 5 Years

Student Enrollment Trends															
	Fall 2001			Fall 2002			Fall 2003			Fall 2004			Fall 2005		
Undergraduate Majors Enrolled															
Undergraduate Non-majors Enrolled															
Total															
Graduate Majors Enrolled															
Graduate Non-majors Enrolled															
Total															
Teaching Loads by Instructor Status															
	Full	Part	Stdnt	Full	Part	Stdnt	Full	Part	Stdnt	Full	Part	Stdnt	Full	Part	Stdnt
Student Credit Hours (SCH) Taught															
FTE ⁸															
Total SCH Taught/FTE															

Explanatory Notes:

⁷ Data for this table are provided by OIT.

⁸ Part-time and student instructor FTE is computed by dividing the total number of credit hours taught by each group in Fall Semester of 2005 by 12.

Table 4
 [Insert unit name]
 Teacher and Course Evaluation History

Section 4.1

Teacher & Course Evaluation Ratings (7 pt. scale) ⁹ (Scantron)	Fall 2001	Fall 2002	Fall 2003
	Mean	Mean	Mean
Overall Course: Department Mean			
Overall Instructor: Department Mean			

Section 4.2

Teacher & Course Evaluation Ratings (8 pt. scale) ¹⁰ (Online)	Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Overall Course: Department Mean & St. Dev. College Mean & St. Dev. University Mean & St. Dev.								
Overall Instructor: Department Mean & St. Dev. College Mean & St. Dev. University Mean & St. Dev.								
Learned A Great Deal in Course: Department Mean & St. Dev. College Mean & St. Dev. University Mean & St. Dev.								

Explanatory Notes:

⁹ Data for this table provided by Bud Wood (2-6123, bud@byu.edu). These are paper-based evaluations, and the means must be calculated. Please provide this information **ONLY** for the years your department used paper evaluations, starting in 2001 up to the time online evaluations were implemented. Leave the remaining cells blank and move on to the next table to fill out the information for online evaluations.

¹⁰ Data for the table must be accessed by the Department Chair at studentratings.byu.edu/report/. The online evaluation pilot began in Fall of 2002; all evaluations have been on-line since Fall 2004. Please fill in the information starting with the **first year** online evaluations were implemented in your department. During 2002-2003 it is possible that some faculty members in your unit used Scantron evaluations and others were on-line. If so, you will have means reported in Table 4.1 for the Scantron evaluations and you will also have means and standard deviations reported in Table 4.2 for the on-line evaluations for those semesters.

Table 5
 [Insert unit name]
 Faculty Performance Indicators¹¹

Section 5.1

Productivity Index	2001	2002	2003	2004	2005
Unit					
College					
University					

Section 5.2

Activity Index	2001	2002	2003	2004	2005
Unit					
College					
University					

Section 5.3

Research Proposals - External Agencies	2001	2002	2003	2004	2005
Percentage of Faculty Submitting Proposals					
Number of Proposals Submitted					
Number of Proposals and Contracts Funded					
Total Dollar Amount Received (in thousands)					

Explanatory Notes:

¹¹ Data for this table can be obtained from ORCA: <http://orca.byu.edu/Content/ORCAMain.html>.

Table 6¹²
 [Insert unit name]
 Faculty Terminal Degrees and Leaves¹³

Section 6.1

<i>Institution Granting Terminal Degree:</i>	<i>Number of Degrees</i>		
	<i>Doctoral</i>	<i>Masters</i>	<i>Other¹⁴</i>
[University Name]			
[University Name]			
[University Name]			
[University Name]			
[University Name]			
[University Name]			
[University Name]			
[University Name]			
[Add or delete rows as necessary]			

Section 6.2

<i>Professional Development Leaves Taken by the Current Faculty Within the Last Five Years (with location, date, and up to 20 word description):</i>	<i>Duration in Months</i>
[Location, Time Frame, Brief Description]	
[Location, Time Frame, Brief Description]	
[Location, Time Frame, Brief Description]	
[Location, Time Frame, Brief Description]	
[Location, Time Frame, Brief Description]	
[Add or delete rows as necessary]	

Section 6.3

<i>Percentage of the Current Faculty Who Participated in Above Leaves:</i>	
--	--

Explanatory Notes:

¹² Data for this table are derived from unit records.

¹³ Both professorial and professional full-time faculty members are included in these data.

¹⁴ Itemize in a footnote the "Other" terminal degrees held by faculty members (e.g. , Bachelors, professional licensure) or modify the table to include the dominant terminal degrees held by the majority of the remaining faculty members.

Table 7¹⁵
 [Insert unit name]
 Programs and Degrees Offered with Numbers of Degrees Granted

Section 7.1

Undergraduate Programs and Degrees with Number of Degrees Granted	Numbers of Degrees Granted				
	01-02	02-03	03-04	04-05	05-06
[Program/degree name]					
[Program/degree name]					
[Program/degree name]					
[Add or delete rows as necessary]					
Total					

Section 7.2

Graduate Programs and Degrees with Number of Degrees Granted	Numbers of Degrees Granted				
	01-02	02-03	03-04	04-05	05-06
[Program/degree name]					
[Program/degree name]					
[Program/degree name]					
[Add or delete rows as necessary]					
Total					

Section 7.3

Programs, Degrees, Minors, or Emphases Discontinued During the Last Five Years	Year Discontinued:
[Program/degree/minor/emphasis name]	
[Add or delete rows as necessary]	

Section 7.4

Programs, Degrees, Minors, or Emphases Added During the Last Five Years	Year Added:
[Program/degree/minor/emphasis name]	
[Add or delete rows as necessary]	

Explanatory Notes:

¹⁵ Data for Sections 7.1 & 7.2 in this table are provided by OIT, data for Sections 7.3 & 7.4 are derived from unit records.

Table 8¹⁶
 [Insert unit name]
 Student Demographics

Section 8.1

Gender (as % Female)	School Year									
	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	UG	Grad	UG	Grad	UG	Grad	UG	Grad	UG	Grad
Unit										
College										
University										

Section 8.2

Ethnicity ¹⁷	School Year									
	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	UG	Grad	UG	Grad	UG	Grad	UG	Grad	UG	Grad
White, non-Hispanic										
Asian/Pac. Islander										
Hispanic										
Black, non-Hispanic										
Am. Indian/ Alaska Native										
Other/ Unknown										
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Section 8.3

Religious Affiliation & Citizenship		School Year									
		Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
		UG	Grad	UG	Grad	UG	Grad	UG	Grad	UG	Grad
Religious Affiliation	LDS										
	Other										
Total		100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Citizenship	U.S.A.										
	Other										
Total		100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Explanatory Notes:

¹⁶ Data for this table are provided by OIT.

¹⁷ These six categories comply with the 2005 National Center for Education Statistics (NCES) and Integrated Postsecondary Education Data System (IPEDS) data reporting requirements.

Table 9¹⁸
 [Insert unit name]
 Student Enrollment Trends – Program, Degree, Minor, Emphasis, Specialty

Section 9.1

Enrollment Trends in Undergraduate Programs, Degrees, Minors, and Emphases	# Enrolled Students in Fall Semester				
	2001	2002	2003	2004	2005
[Program/degree/minor/emphasis name]					
[Program/degree/minor/emphasis name]					
[Program/degree/minor/emphasis name]					
[Add or delete rows as necessary]					
Total Majors Enrolled					
Total Non-Majors Enrolled					
Total					

Section 9.2

Enrollment Trends in Graduate Programs, Degrees, Minors, Emphases and Specializations	# Enrolled Students in Fall Semester				
	2001	2002	2003	2004	2005
[Program/degree/minor/emphasis name]					
[Program/degree/minor/emphasis name]					
[Program/degree/minor/emphasis name]					
[Add or delete rows as necessary]					
Total Unit Students Enrolled					
Total Non-Unit Students Enrolled					
Total					

Section 9.3

Enrollment Trends in Selected Unit University Core Courses	# Enrolled Students in Fall Semester				
	2001	2002	2003	2004	2005
[Course, course #, and title]					
[Course, course #, and title]					
[Add or delete rows as necessary]					
Total					

Explanatory Notes:

¹⁸ Data for this table are provided by OIT.

Table 10¹⁹
 [Insert unit name]
 Current Undergraduate Student Majors' Entering Ability Measures:
 ACT & High School CGPA²⁰

		ACT Composite			High School Cumulative GPA ²¹		
		N	Mean	St. Dev.	N	Mean	St. Dev.
Gender	Male						
	Female						
Citizenship	U.S.A.						
	Other						
Religious Affiliation	LDS						
	Other						
Total							

Explanatory Notes:

¹⁹ Data for this table are provided by OIT.

²⁰ The ACT Composite Scores and High School Cumulative GPA for **all current** undergraduate major students in the unit should be used to compute these figures.

²¹ Normalize the CGPA to a 4.0 maximum scale prior to computing the mean.

Table 11²²
 [Insert unit name]
 Standardized Test Scores of All Admitted Graduate Students
 (GRE, GMAT, LSAT, TOEFL, etc.)²³

	2001-2002		2002-2003		2003-2004		2004-2005		2005-2006	
	Mean	St. Dev.	Mean	St. Dev.	Mean	St. Dev.	Mean	St. Dev.	Mean	St. Dev.
<i>(composite)</i>										
<i>(sub-section)</i>										
<i>(sub-section)</i>										
<i>Etc.</i>										

Explanatory Notes:

²² Data for this table are provided by OIT.

²³ Report scores for ALL standardized tests accepted for application to your programs. Include composite scores as well as individual sub-section scores.

Table 12²⁴
 [Insert unit name]
 Number of Semesters to Graduation: Last 5 Years (Undergraduate Majors Only)

BYU Entrance Condition:	2001-2002			2002-2003			2003-2004			2004-2005			2005-2006		
	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD
Freshman no AP/IB															
Freshman with AP/IB															
Transfer with < 30 Credits															
Transfer with > 30 Credits															
Total Graduates															

Explanatory Notes:

²⁴ Data for this table are provided by OIT.

Table 13²⁵
 [Insert unit name]
 Number of Years to Graduation: Last 5 Years (Graduate Students Only)

	2000-2001		2001-2002		2002-2003		2003-2004		2004-2005	
	U.S.	Other	U.S.	Other	U.S.	Other	U.S.	Other	U.S.	Other
Master's:										
< 1 Year										
≥ 1 Year & < 2 Years										
≥ 2 Year & < 3 Years										
≥ 3 Year & < 4 Years										
4+ Years										
Total Master's Students										
Doctoral:										
< 3 Years										
≥ 3 Year & < 4 Years										
≥ 4 Year & < 5 Years										
≥ 5 Year & < 6 Years										
≥ 6 Year & < 7 Years										
≥ 7 Year & < 8 Years										
8+ Years										
Total Doctoral Students										

Explanatory Notes:

²⁵ Data for this table are provided by OIT.

Appendix 4
Limited Enrollment Program Analysis template

Limited Enrollment Program Analysis

Program Title _____
 Department/Unit _____ College/School _____

Approved program enrollment limits:

Total program capacity _____
 Per-year admission capacity _____

Please provide the following information for the last five years:

Year					
Number of applicants					
Number admitted					
FTE assigned to this program					
Student credit hours per FTE in this program					

Provide the following information:

1. **Resource Constraints.** Describe the resource constraints that justify retaining this program as an LEP.
2. **Enrollment Data.** Provide data and commentary on enrollments for the last three years as they relate to the resource constraints described in 1 above.
3. **Peer Institutions.** Provide appropriate data from select peer institutions and discuss how they respond to enrollment pressure in this type of program. Include faculty/student ratios.
4. **Accreditation Issues.** If applicable, indicate which body accredits this program, what limitations that body recommends on class size, faculty/student ratios, etc., what the consequences of non-compliance might be, and the possible consequences of not being accredited.
5. **Measures Taken.** Describe the measures being taken to accommodate as many students as possible (adjusting teaching assignments, using part-time faculty selectively, increasing enrollments in lower-division classes, expanding spaces and equipment, etc.)
6. **Selection Criteria.** Describe the criteria and the process by which students are admitted into the program.
7. **Prerequisite Courses.** If grades in prerequisite courses are used, how does this program comply with the LEP policy on the number and types of courses that can be used?
8. **Disclosure and Advisement.** Describe the measures you are taking to provide students (both pre-BYU admission and post-admission) with clear information regarding the qualifications to enter this program and with guidance on how to apply. If an application form is used, please attach a copy.