Guidelines for Preparation of a Self Study Report
Undergraduate

I. Title Page – (includes name of program and date)

II. Mission/goals/vision

III. Faculty Information:
   A. Faculty by rank, gender, and ethnicity
      1. Rank, gender, and ethnicity distribution of faculty
      2. Rank, gender, and ethnicity distribution of course load
         (Source: OPIE Table 1: Roster of Faculty by Rank, Gender, and Ethnicity)
   B. Faculty teaching detail
      (Source: OPIE Table 2: Faculty Teaching Record Detail)
   C. Faculty workload detail
      1. Annual FTE devoted to teaching in program by rank/title
      2. Annual FTE devoted to administration by rank/title
      3. Annual FTE devoted to scholarly activity by rank/title
         (Source: OPIE Table 3: Faculty Workload Assignment Detail)
      4. Other workload matters
         a. Annual FTE devoted to teaching outside program by rank/title
         b. Annual FTE compensated overloads
         c. Number of student senior or capstone projects (if applicable) supervised in the past 5 years
         d. Listing of the number of student advisees by faculty
   D. Summary of faculty scholarship
      1. Table of 5 year profile of activity
         a) number and types of scholarly activities
      2. CV’s in appendix --- five page format (if possible)

IV. Students:
   A. Student profile (of enrolled majors)
      1. Overall number of majors – trends
      2. Student majors by gender and ethnicity
         (Source: OPIE Table 8: Enrolled Majors by Gender and Ethnicity)
      3. Student majors by course load status
         (Source: OPIE Table 9: Enrolled Majors by Course Load)
      4. Student majors by geographic origin
         (Source: OPIE Table 10: Students by Permanent Address)
      5. Student majors by age
         (Source: OPIE Table 11: Enrolled Majors by Age Distribution)
6. Student majors by class level
(Source: OPIE Table 12: Enrolled Majors by Class Level)

B. Student contributions:
1. student assessments of the program
   a. Likert scale instrument summary results
3. Written comments (Appendix)
C. Special achievements of students.
   1. scholarly activities and graduate school
   2. employment activities

V. Program Profile: (5 year profile if possible)

A. Curriculum Delivery
1. Courses taught (by instructor)
   a. Who is delivering what parts of curriculum
   b. Consistency of content for courses taught by multiple instructors
      (Source: OPIE Table 4: Instructors by Course)

2. Course enrollment by student major
   a. To what extent is the program, and individual courses in it, serving non-majors versus majors
      (Source: OPIE Table 5: Course Enrollment by Student Major)

3. Grade Distribution
   a. Course grade profile for program standards, consistency, and identification of outliers.
      (Source: OPIE Table 6: Grade Distribution)

4. Program Course Enrollment Profile
   a. number of course sections offered
      1. number of lower and upper division courses offered annually
      2. number of graduate courses offered annually (if applicable)
   b. total course enrollment trends
   c. average course section size
   d. total annual enrollment - trends
      1. average upper division and lower division class size
   e. total annual semester credit hours generated – trends
      1. upper division versus lower division
      (Source: OPIE Table 7: Course Enrollment History)

B. Desired Program Learning Outcomes
1. Listing of learning outcomes
2. Courses linked to learning outcomes
3. Measures of learning outcomes and expected performance standards
4. Data on learning outcomes
C. Program Graduates and Degree Awards
   1. Degrees awarded annually - trends
      a. Degrees awarded by gender and ethnicity - trends
         (Source: OPIE Table 13: Degrees Awarded by Gender and Ethnicity)
   2. Courses in major completed by graduates (what recent graduates are taking)
      (Source: OPIE Table 14: Major Study Curriculum Actually Taken by Graduates)
   3. Time to degree and course load
      a. Average number of terms to degree for majors
      b. Average number of hours taken by majors in route to degree
         (Source: OPIE Table 15: Path to Degree)

D. Other Program Matters
   1. Description of accreditation (if applicable)
   2. Description of faculty advisement process
   3. Description of discipline related faculty sponsored student organizations
      a. Other student-faculty interactions beyond the classroom
   4. Comparison to similar programs (optional)
      a. most closely located
      b. comparison with regional programs
      c. comparison with national peer and aspiration programs
   5. Graduate and Alumni Survey Opinion Data (forthcoming from OPIE)

VI. Institutional Support:
   A. Space
   B. Facilities & resources
      1. (e.g., library, funding, external funding [if appropriate], program budget)
      2. Equipment (if applicable)
      3. Budget for faculty development, research support, travel, etc.

VII. Summary
   A. Strengths
   B. Weaknesses
   C. Recommendations