Guidelines for Preparation of a Self Study Report
Undergraduate

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

II. Mission/goals

Source: Student Learning Outcomes Assessment and Continuous Improvement Documentation (from WEAVEonline (Appendix C)

III. Faculty Information:

A. Faculty by rank, gender, ethnicity and distribution of course load

Source: OPIE Table 1, Appendix A
Listing of all faculty who have taught at least on section in the study discipline during the study period.

B. Faculty teaching detail

Source: OPIE Table 2, Appendix A
Detail of all the discipline prefix courses taught by faculty identified in Table 1

C. Faculty workload detail

Source: OPIE Table 3, Appendix A
Total workload detail for each faculty member identified in Table 1 broken down by categories of teaching and reassigned time

D. Other workload matters as appropriate
   1. Annual FTE devoted to teaching outside program by rank/title
   2. Annual FTE compensated overloads
   3. Number of student senior or capstone projects (if applicable) supervised in the past 5 years
   4. Listing of the number of student advisees by faculty

Source: Department records

E. Summary of faculty scholarship
   1. Table of 5 year profile of activity
      a) number and types of scholarly activities
   2. CV’s in appendix D --- five page format (if possible)

Source: Department records

IV. Student Majors Profile:
A. Enrollment trends (Five year)
   1. Student majors by gender a ethnicity

   *Source: OPIE Table 4, Appendix A*

   2. Student majors by course load distribution

   *Source: OPIE Table 5, Appendix A*
   Enrollment trends showing part-time students in red and full-time in black

   3. Student majors by geographic origin

   *Source: OPIE Table 6, Appendix A*
   Enrollment trends broken down into Corpus Christi MSA (Nueces, San Patricio, and Aransas counties), other Texas, other USA, and International origin.

   4. Student majors by age distribution

   *Source: OPIE Table 7, Appendix A*

   5. Student majors by class level

   *Source: OPIE Table 8, Appendix A*
   Number of majors by freshman through senior classification shows how students are flowing though the program to help gauge the number of students retained and if there is an increase or decrease in new students entering the program.

B. Student contributions:
   1. Student assessments of the program

   *Source: OPIE Program Level Student Opinion Survey Information, Appendix B*

   2. Written comments (Appendix E)

   *Source: Department records*

C. Special achievements of students.
   1. scholarly activities and graduate school
   2. employment activities

   *Source: Department records*
V. Program Profile: (5 year profile if possible)

A. Curriculum Delivery

1. Courses taught (who is delivering the curriculum?)

Source: OPIE Table 9, Appendix A
All faculty who have taught each course at some time during the study period. Where there have been multiple instructors teaching a course, the program review may want to compare syllabi for consistency in content and standards.

2. Course enrollment by student major (who is the curriculum being delivered to?)

Source: OPIE Table 10, Appendix A
Dissects the enrollment in each course over the study period by the major of the students who took it, and provides an index of the degree to which a particular course serves majors versus non-majors.

3. Grade Distribution

Source: OPIE Table 11, Appendix A
Cumulative grade distribution by course over the five year study period that may be useful in identifying “outlier” courses that may have exceptionally high or low grades or producing large numbers of “W” grades, etc.

4. Course Enrollment Profile

Source: OPIE Table 12, Appendix A
Trends for the program concerning
- the total number of courses offered
- number of courses at the upper and lower division level
- number of graduate courses (if applicable)
- average section size trends
  - upper and lower division courses
- total annual enrollment and trends
- semester credit hours generated
  - upper and lower division

B. Program Learning Outcomes

Source: Student Learning Outcomes Assessment and Continuous Improvement Documentation (from WEAVEonline (Appendix C)
Including:
- Listing of learning outcomes
- Courses linked to learning outcomes
• Measures of learning outcomes and expected performance standards
• Data on learning outcomes

C. Student Retention and Graduation

1. Freshman to Sophomore one year retention rate (five year trend)

Source: OPIE Table 13, Appendix A
Retention rate of first time full time freshmen students who declared this major at time of initial registration and
• returned in same major
• returned in different major
• not retained at A&M Corpus Christi

2. Six year bachelors degree graduation rate (five year trend)

Source: OPIE Table 14, Appendix A
Percent of first time full time freshman students entering in a fall semester who initially declared this major who graduated from A&M Corpus Christi within six years
• awarded a bachelors degree in same major
• awarded a bachelors degree in another major
• did not graduate

3. Degrees awarded by gender and ethnicity (five year trends)

Source: OPIE Table 15, Appendix A

4. Courses in major completed by graduates (what recent graduates are taking)

Source: OPIE Table 16, Appendix A
Details courses in major this year’s graduates took on their way to the degree. Useful in seeing how closely actual course taking behavior matches expectations of degree requirements

5. Time to degree and course load

Source: OPIE Table 17, Appendix A
Details the number of terms this year’s graduates took to complete their degrees and the total number of hours they took at this university.

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

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