

SELF-STUDY REPORT GUIDELINES

The Self-Study Report should be a concise document detailing the program's strengths and weaknesses, long-range goals, major changes since last review, and anything the program wishes to bring to the attention of the visiting team or the Graduate Council. The report is the vehicle by which the review team will first understand the philosophy, goals, and scope of your program and thus, in turn, provide constructive and accurate feedback to you. It will comprise a major portion of the basis for the site visit interviews. It will also become an appendix to the report and recommendations arising from the review. The report should be five to fifteen single-spaced pages depending on the size and complexity of the program. Summary tables and graphs should be included where appropriate.

Sections:

A. Process. Begin your report with a short summary of the consultation, preparation, and review process used in the construction of the review document. What was the involvement of faculty, students, and staff in this process? What meetings were held, what surveys were conducted, who prepared the document, who reviewed the final product, etc.? A discussion of dissenting views about the self-study report by the faculty (if any) should be included in its final draft.

B. Vision Statement and Overview. In this section, begin with a **vision statement** that briefly and concisely lays out the immediate goals and planned future direction of the graduate program under review. Write this statement assuming that non-specialists will read it (members of the Administration and Graduate Council). Next, provide an **overview** of your academic program, giving specific data about your department or program as appropriate, and referring to the institutional and Senate data we have provided whenever possible. You might begin by providing a brief introduction to your program or department so that a non-specialist can obtain an idea of what you are trying to accomplish. As appropriate, give specific data about your program, referring to the institutional and Senate data we have provided whenever possible. Include a data summary reporting number of faculty, faculty rank, and number of graduate students. Indicate any distinctions between core and affiliate faculty and summary of bylaws indicating voting rights of both types of faculty.

This section also should include other appropriate academic items, such as the size and diversity of the faculty, as well as your academic staffing priorities for the future, and your use of non-ladder faculty. It should also briefly address non-academic support items, including the number and type of administrative and service staff, and their effectiveness in furthering your academic mission. You should include your outreach and recruitment efforts to maintain student and faculty diversity. You should introduce the review team to the research of your faculty, commenting on major research thrusts, areas where you are particularly strong, areas that need to be strengthened and current research support as well as other possibilities for support. Faculty teaching activities may be discussed, including such items as training in online teaching; quality of teaching tools; quality of the access to or interface with instruction technology. Describe your current activities, accomplishments and future plans to foster faculty equity with regard to gender and ethnicity in the areas of hiring, advancement, retention, and workload distribution (e.g., teaching, service, and administration). You should comment on the resources available to your program. A brief discussion concerning the instructional technology and training available to your program should also be included. This would include a statement concerning the adequacy of faculty, staff, and student office space, equipment, laboratories, computers, etc. available to your program.

C. Graduate Degree Programs. Provide a summary of the goals, rationale, and structure of your graduate degree programs, namely: What is it that you currently do, what do you do well, what areas need to be strengthened, and what changes do you anticipate in the future? You should discuss the quality (including GPA and GRE statistics) and depth of your applicant pool, career goals and opportunities for

graduates, the intrinsic importance of your fields of study, and the prospects for intramural and extramural funding. You should also include a description of your admissions process, including the number of applications, admits, and SIRs (statements of intent to register). Where relevant, include a discussion of enrollment by specialty, recruitment of graduate students, actual and target ratios of domestic to international students, actual and target ratios of out-of-state to in-state domestic students, and student diversity. You may receive or request documents from the Graduate Division and/or Graduate Council that provide national-level comparative data. It will be important to integrate comparisons whenever possible in the following areas: learning objectives for graduate education, average time to candidacy and to degree, attrition, and any other metrics that the department/program would like to include. Important examples include: summaries of ARPE form data to track progress to degree across all student cohorts; how faculty time and compensation are divided up teaching self-supporting and state-supported students; comparison of performance and engagement between student groups in hybrid classes, where hybrid can refer to a mix of online and in-person, synchronous and asynchronous, or self-supporting and state-supported students. Academic advising structure and graduate student participation in departmental or unit affairs are also topics for inclusion in this section. For online programs, discuss your faculty's training in and implementation of best practices of online education.

D. Assessment. All programs are required to a) have student outcomes, b) gather evidence to assess if students are meeting those outcomes, c) reflect and make recommendations pertinent to the unit based on assessment findings, and d) formally report on the process and their findings. The Annual Assessment Report is designed to facilitate the reflective aspect of teaching and learning, and to be supportive of the program review process at UCR. Discuss the program's assessment and how it is used to evaluate learning outcomes.

E. Summary Data on Resources and Grant Funding. Comment on the resources available to your program (including both to your unit and to the graduate program within it) to help you fulfill your research and teaching responsibilities. Appropriate items here might include the general departmental operational budget and all instructional and research assistance support (TAs, intramural and extramural GSRs, training grants, any other fellowship funding for graduate students, including successful extramural grant applications), and administrative or technological support to facilitate online content delivery and contact time between students and instructional team. If appropriate for your discipline, provide summary data on faculty and student research grants and fellowships. In addition, if applicable, include the number and funding sources for postdoctoral fellows and discuss how they are integral to your graduate program. Tables, pie charts or graphs are encouraged for data presentation. Information on unsuccessful grant applications is not necessary.

F. Comparison to the Previous Review. Identify how your program now compares to the program at the time of the previous review. When there are continuing important strengths or weaknesses, analyze their causes and, for weaknesses, suggest how to remedy them. If the previously recommended approaches to addressing these weaknesses did not work, suggest why. If they were not tried, explain why. When there have been changes from then to now for better (or worse), analyze their causes and as needed, suggest a future course of action. This section should be short, addressing important strengths and weaknesses, not necessarily covering every recommendation from the previous review. Here would be the time to discuss how the department/program would benefit from more attention to specific programmatic needs by administrators (not limited only to discussion of increasing size of the faculty).

G. Miscellaneous. In this section, you should feel free to articulate anything else you feel is appropriate and important for the review team to know. For example, you might want to discuss your faculty's participation in other interdepartmental degree programs, any particular successes or problems you have had in dealing with the administration above your department or with the Academic Senate, any special circumstances associated with professional degree programs, or how budget cuts have affected your teaching and research. In short, this last section is a catch-all for any information you feel doesn't fit in the earlier sections, but nonetheless it is important background for the review team to have.