

Creating an Effective Self-Study for Program Reviews

FEATURE	BEST PRACTICE	POOR PRACTICE
GOAL/PURPOSE	The Self-study is aimed at quality improvement. Self-appraisal asks for analysis of strengths and weaknesses, and asks how improvements can be made.	The Self-study is aimed at defending or justifying the status quo.
FOCUS	The Self-study focuses on the undergraduate /graduate programs (as required by the IQAP and Quality Assurance Framework).	The Self-study focuses on the academic unit (department), rather than on the undergraduate/ graduate program.
CHARACTER/NATURE OF REPORT	The Self-study is reflective, analytical, self-critical, and evaluative.	The Self-study is descriptive rather than reflective, analytical, self-critical, and evaluative.
TREATMENT OF CURRICULUM	The curriculum is critically examined, with an eye to degree level expectations, learning objectives, learning outcomes and to change and improvement.	The curriculum is described.
DEGREE LEVEL EXPECTATIONS/ LEARNING OBJECTIVES/ OUTCOMES	The Self-study expresses degree level expectations and learning objectives that operationally drive admission requirements, curriculum content, modes of delivery, bases of evaluation of student performance and commitment of resources.	The Self-study does not address or only superficially addresses Degree Level Expectations, learning objectives, or learning outcomes
TREATMENT OF DATA	Data are analyzed – e.g. used as the basis for performance evaluation. Data analysis contributes to the assessment of strengths and weaknesses of the program.	Raw data are attached as appendices, or used only in a descriptive manner.

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AUTHORSHIP	The Self-study results from a participatory self-critical process and documents involvement in its preparation of all faculty in the program, and of students.	The Self-study is written by the Chair, without evidence of buy-in (or sometimes even knowledge) of faculty and students.
STUDENT INVOLVEMENT	The Self-study shows active involvement of students in the agenda-setting, the self-analysis, and the preparation of the Report.	There is no evidence of active involvement of students in the preparation of the Self-study.
STUDENT ROLE	Students contribute to the preparation of the Self-study, as well as meet with the external reviewer(s)	Students meet with the external reviewer(s), but have no input to the self-appraisal.
STUDENT SURVEY	A student survey provides another valuable source of input to the Self-study.	Missing or if a student survey is included, it is conducted after the Self-study is prepared, and so makes no input to that document.
RELATIONSHIP TO EXTERNAL REVIEWER MANDATE	The Self-study does address, and inform, all of the issues external reviewers are asked to review.	The Self-study does not address, or inform, all of the issues external reviewers are asked to review.
IQAP/QUALITY ASSURANCE FRAMEWORK ELEMENTS	The Self-study does explicitly address each of the "elements" specified in the IQAP and Quality Assurance Framework.	The Self-study does not explicitly address each of the "elements" specified in the IQAP and Quality Assurance Framework.
INSTITUTIONAL CRITERIA	The institution does specify the criteria of program quality used in its program review process.	The institution does not specify the criteria of program quality used in its program review process.