**Self-Assessment Guidelines**

The self-assessment is a systematic review of the department’s/program’s strengths, weaknesses, needs, challenges, and plans for the future. The self-assessment is an opportunity to consider the quality of the curriculum, student learning, faculty development, and departmental priorities.

While the chair is responsible for coordinating the review and preparing the self-assessment, all members of the department should participate. Chairs might delegate the task of drafting specific sections of the self-assessment to individual faculty members or small groups, but all faculty members should discuss the entire draft and approve the final report before it is submitted to the Provost's office.

**The self-assessment includes the following components:**

1. **Mission, History and Institutional Context**
	1. Institutional context
		1. Provide background information about the department or program in larger context of the college. Remember that external reviewers will not necessarily be intimately acquainted with Kenyon.
	2. The department’s mission statement
		1. The mission statement should give identity, coherence and focus to the activities and outcomes of the program. Describe your program's mission in relation to the mission of the College.
	3. The department's/program’s history
		1. History of the department and description of its current circumstances and culture (e.g., format of department meetings, governance structure, involvement of the Student Advisory Council, mentoring practices for faculty and advising students, sense of community among majors, etc.)
		2. Current staffing
	4. Successes and challenges since the previous external department review.
		1. Describe any recommendations from the previous review that were implemented. If some recommendations were not implemented, explain why not.
2. **Student Learning and Department Development**
	1. Provide an account of how the department’s curriculum has evolved over time and whether the current curriculum is new, well-established, or in transition. Discuss any areas of specialization that are under- or over-represented given the current state of the discipline
	2. Describe and discuss the instructional program (requirements for the major and/or minor or concentration; coherence of the major; breadth and depth).
	3. Departmental learning goals for majors and non-majors
	4. Role and effectiveness of Senior Capstone and Honors program
	5. Types of academic experiences the department wants students to have (assignments, engagement with academic research, off-campus study, collaborative work, etc.)
	6. A “map” of courses that identifies just where in the curriculum students have the opportunity to meet each of the department’s learning goals
		1. Consider conducting a transcript analysis of student curricular behavior (e.g., how many classes have students typically taken before they declare their major, when do students typically take certain courses, etc.)
	7. Some departments and programs address not just what they teach but how they teach. Samples of course activities and assignments may be helpful. Participation of faculty in faculty development programs supporting innovation and improvement in teaching.
	8. Assessment plan and evidence of student learning. Reports from annual assessment meetings since the previous external review might be helpful in preparing this part of the self-study.
	9. Strengths and weaknesses in student learning and learning outcomes
	10. Contributions to General Education, interdisciplinary programs, and other programs of the College
	11. Other department or program-related activities, e.g., student organizations, special lectures or performances, or faculty–student collaboration in research activities.
	12. Data and statistics for the last 10 years (majors, minors, GPAs, internships, research projects supported, teaching loads/overloads, test scores such as GRE, MCAT, LSAT, TTS Major Field Test, etc.)
3. **Enrollment Patterns and Student Feedback**
	1. Comment on enrollment patterns and trends based on data from the Registrar
	2. Discuss results from surveys of current students and alumni majors
		1. The Office of Institutional Research will help with the design, implementation, and analysis of these surveys. Department members with experience in survey design may want to participate in these planning meetings.
		2. The recommended sampling frame is majors who graduated in the last 10 years.
4. **Faculty Scholarship and Artistic Work**
	1. Department guidelines and expectations
	2. Department accomplishments in the area of scholarly and/or artistic engagement
5. **Faculty Service and Leadership**
	1. Department expectations
	2. Department accomplishments
6. **Reflections and Future Plans**
	1. What are the major conclusions the department has drawn from the self-assessment process and how does the department plan to respond?
	2. What actions are needed and by whom?
	3. Consider both short-term (3-5 years) and long-term goals (6-10 years)
	4. Address constraints and challenges
	5. Specfy areas and questions the department would like external reviewers to address
7. **Supportive Data**
8. Syllabi of current courses
	* 1. Consider comparative data from departments or programs at peer institutions if useful for situating your department/program in a particular context
9. Curriculum Vitae of all department faculty members
10. The external reviewers' report from the most recent external review
11. Catalog listings of the department
12. Department budget
13. Description of physical resources that support instruction (technology, labs, special equipment, physical space, library holdings, etc.)
14. **Executive Summary**. This is short narrative that discusses the results of the self-assessment, provides background information and raises specific concerns. The summary will be constitute the first part of the final report, but it is typically the last section to be written.
15. Brief overview and history of the department/program
16. Describe the self-assessment process
17. Summarize key issues from the previous self-assessment and key recommendations of the previous external review team
18. Key points from any of the sections above
19. Summarize conclusions, identifying key issues for the department/program and external reviewers