SELF-STUDY PRINCIPLES

KEY QUESTIONS
Who are we? (Values)
What do we claim to do? (Mission)
How well are we doing it? (Effectiveness)
How do we know? (Evaluation)
  What data do we collect? (Evidence)
  What do the data tell us? (Analysis)
What are we doing as a result of our evaluation? (Planning)

MODEL SELF-STUDY CHARACTERISTICS
Design is appropriate for the institution
Process is inclusive, internally-motivated, and leaders are committed
Assesses and evaluates effectiveness in achieving mission and goals
Data driven and analytical, with minimal description
  30% description, 60% analysis and assessment, 10% challenges and recommendations
Candidly assesses outcomes and identifies areas where improvement is needed
Findings are incorporated into planning to improve institutional effectiveness

COMMON SELF-STUDY WEAKNESSES
Inconsistent mission, goals, and activities
Lack of analysis and assessment
Lack of data
Unsupported claims
Lack of synthesis of issues across the Nine Standards
Few proposed changes of consequence as a result of the self-study

ROLE OF THE SELF-STUDY COMMITTEE
Motivate and encourage campus participation
Design the self-study and translate it into clearly defined roles and tasks
Deliver a clear charge for the tasks and assign individuals to achieve them
Set a realistic schedule for completion
Establish clear channels of communication
Coordinate the collection and synthesis of information