

Prompts to Facilitate Answering LOU Questions for Self-Study

Student Learning and Support:

The prompts below can be used as reflective questions to facilitate your discussion on Student Learning. **It is not required that each prompt be answered in the self-study report.** Instead, these prompts serve as a vehicle for promoting discussion and reflection among faculty during the self-study writing process. You may have your own prompts to facilitate the discussion.

Note that the prompts addressed in the self-study can develop into objectives your unit can address in action planning. For example, if your unit explores the alignment of PLOs to learning outcomes, you may discover that your PLOs require revision. This can be an objective in your action plan developed after your meeting with Provost.

- a. *What is the manner and interval the program assesses Program Learning Outcomes for students? What has been learned from these assessments.*

Discussion/Reflection Prompts

- How well do PLOs align with the desired learning outcomes for programs? What if any changes should be made to PLOs?
- How are our Program Learning Outcomes current and relevant to required levels of student performance appropriate for the given degree?
- How do our PLOs distinguish between the appropriate rigor of both undergraduate and graduate programs?
- How are any specialized accreditation standards aligned with Program Learning Outcomes?
- What changes in the discipline/profession have occurred in the past five years that might require changes to PLOs? How well do PLOs align with competencies (e.g., knowledge skills, and dispositions, of the discipline/profession)
- How do you assess changes in the discipline/profession that could warrant change of PLOs?
- How do PLOs align with and support Loyola's mission?
- How well do current assessments provide data on the PLOs?
- How has our unit's Annual Assessment Reports (AAR) in the previous five years helped you understand student performance on Program Learning Outcomes (PLO)?
- How well does curriculum mapping of PLOs represent the structure and sequencing of program courses?

- b. *How has the information on the department's assessment of Program Learning Outcomes been used to address improvements in the curriculum, learning environment, instructional practices, and assessment?*

Discussion/Reflection Prompts

- What changes in the curriculum (e.g., removal or addition of courses, changes to course content or learning resources, changes to course sequencing, structure of course offerings) have been made over the past five years based on the assessment of PLOs? How do these changes improve the program?
- What changes in learning environments (e.g., addition of learning spaces, use of online learning, changes in labs, classroom resources) have been made over the past five years based on the assessment of PLOs? How do these changes improve the program?
- What changes in instructional practices (e.g., problem-based learning, case-based learning, service or community-based learning, project-based learning, field trips, etc.) have been made over the past five years based on the assessment of PLOs? How do these changes improve the program?
- What changes in assessment practices (formative assessment, portfolios, performance-based assessments, project or product assessment, self or peer assessment, progressive assessment) have been made over the past five years based on the assessment of PLOs? How do these changes improve the program?
- How does the unit and its faculty use course evaluation reports?

- c. *How does the department provide and ensure that their students are receiving the support and building relationships they need in terms of academic advising, engagement with instructors, information from administration, etc.?*

Discussion/Reflection Prompts

- How does the unit onboard new and transfer students to the program? What resources are provided to new and transfer students? How can the process of onboarding and resources be improved?
- How does the unit liaise with first year university academic advising? How can interaction be improved to support students?
- How does the unit engage in unit level student advising? How can unit level advising be improved?
- How does the unit communicate important program information to students? How can the methods and processes be improved?
- How does the unit promote interaction and working with faculty (e.g., research, internships, community engaged work) How can these processes be improved?
- How does the unit provide academic support to students? How can academic support be improved?
- How does the unit promote social-emotional support to students?
- How does the unit engage students? How can engagement be improved?

- How does the unit support the professional (e.g., applying to graduate school, entering career fields) development of students? How can professional development be improved?

Strategic Issues and Resources:

The prompts below can be used as reflective questions to facilitate your discussion on Strategic Issues and Resources. **It is not required that each prompt be answered in the self-study report.** Instead, these prompts serve as a vehicle for promoting discussion and reflection among faculty during the self-study writing process. You may have your own prompts to facilitate the discussion.

- How does the department and its faculty support Loyola's mission, vision, and promise of becoming a more diverse and inclusive environment in which to learn, teach, research and serve?*

Discussion/Reflection Prompts

- How does the unit support Loyola's objectives for improving diversity, equity, and inclusion?
- How diversified are the students in the unit's programs? What patterns are reflected in enrollment, retention, and completion data?
- How does the unit seek to diversify its student enrollment to increase underrepresented populations in its programs? How can this be improved?
- How does the unit support its diverse students to reach their fullest potential academically and professionally?
- How does the unit promote engagement in research, internships, community engaged projects, etc.
- How does the unit promote an inclusive learning environment (e.g., teaching, research, community engagement, advising, etc.) for all students? How can this be improved?
- How does the unit promote an inclusive social environment (program level student organizations, social events, etc.) for all students? How can this be improved?
- How does the unit work to support the unique needs of underrepresented student populations? How can this be improved?
- How does the unit work to ensure diversity among faculty (full-time, part-time) teaching courses? How can this be improved?
- How does the unit support the promotion and tenure of underrepresented faculty? How can this be improved?

- b. *How does the department use the information on student enrollment, number of courses, section size, retention, and completion of programs to understand and make improvements in programs or decisions regarding program resources (e.g., personnel, allocation of school or department funds, use of space, use of department resources)?*

Discussion/Reflection Prompts

- What does program enrollment data suggest about how to allocate resources?
- What does program retention data suggest about how to allocate resources?
- What does program completion data suggest about how to allocate resources?
- What do number of courses taught, and section size suggest how to allocate resources?
- What does completion data suggest about changes in the programs?
- What changes in programs could support student enrollment, retention, and completion?
- What changes in programs could improve program quality given current resources?

- c. *How does the department use the information on faculty teaching loads, number of courses taught, number of credit hours taught, number of sections and enrollment size in sections, number of CORE courses taught and number of CORE credit hours taught (where applicable), number of full-time and part-time faculty to make improvements in programs, allocation of resources, and decisions regarding program operations? (e.g., personnel, allocation of school or department funds, use of space, use of department resources)?*

Discussion/Reflection Prompts

- How does the faculty teaching load and ratio of full to part-time faculty align with external accreditation standards? How can this be improved?
- How does the unit use faculty teaching loads to provide student engagement with full-time faculty? How can this be improved given current resources?
- What do the number of courses taught, section and number of credit hours taught suggest how to allocate resources? How can this be improved given current resources?
- What do the number of CORE courses taught, and CORE credit hours taught data suggest how to allocate resources? How can this be improved given current resources?
- What do the number of credit hours taught by full-time and part-time faculty suggest how to allocate resources. How can this be improved given current resources?
- How are faculty supported to stay current in their instruction and scholarship? How can this be improved given current resources?
- How does the unit assure that your part-time instructors are appropriately qualified for courses taught? How can this be improved?

- How does the unit support and include part-time teaching faculty to ensure certain quality of program (e.g., content, instruction, assessment, resources) is maintained or improved? How can this be improved given current resources?
- What changes have been made to faculty teaching loads, number of courses taught, section size in the past five years that have supported program improvement? How have these impacted resources?
- What changes could be made to faculty teaching loads, number of courses taught, section size, in the next five years that could support program improvement? How might this impact resources?

d. *Given careful review of data, how can the department and school most effectively allocate or re-allocate resources to improve programs?*

Discussion/Reflection Prompts

- How does the unit allocate current resources to ensure program quality?
- How are allocations and re-allocations of resources (understanding instructional costs and workload assignments) informing policy and practice recommendations and resource requests and priorities?
- What changes to current resource allocations could be made to improve, grow, or sustain programs?
- What resources request could be made to address changes that could improve, grow, or sustain programs?

Size, Type, Changes, Sustainability of Programs:

The prompts below can be used as reflective questions to facilitate the unit's discussion on Size, Type, Changes, Sustainability of Programs. **It is not required that each prompt be answered in the self-study report.** Instead, these prompts serve as a vehicle for promoting discussion and reflection among faculty during the self-study writing process. You may have your own prompts to facilitate the discussion.

- Using assessment evidence, OIRA-provided data, and other evidence presented in the Self-Study report, what would you project to be the 'right' size for each program (undergraduate and graduate, where applicable) three to five years from the completion of your self-study?
 - How many students?*
 - How would faculty be allocated/assigned across the teaching of programs – and across responsibilities for research and service?*

Discussion/Reflection Prompts

- How do student and enrollment and completion data support the unit's projection of the program's size?
- How does faculty data (e.g., faculty teaching loads, credit hours taught, number of full-time and part-time faculty) support the unit's projection for program size?

- How do shifts in the discipline, or trends in the discipline support the unit's projection for program size?
 - How do market trends, graduates' placement (service or graduate school) support the unit's projection for program size?
 - How do student enrollment and completion data support faculty allocation for teaching and other responsibilities for projected size?
 - How does faculty data (e.g., faculty teaching loads, credit hours taught, number of full-time and part-time faculty) support faculty allocation for teaching and other responsibilities for projected size?
 - What changes to current resource allocations could be made to support projected program size?
 - What resources request could be made to support projected program size?
- b. *Using assessment evidence, OIRA-provided data and other evidence presented in the Self-Study report, for each undergraduate and graduate program offering (where applicable), how does the evidence support the department's decisions to either:*
- i. *Sustain it as it is currently?*
 - ii. *Change it substantially to be more effective?*
 - iii. *Sunset it, following good practices to teach-out currently enrolled students?*
 - iv. *Grow it given its potential and alignment with LUC mission?*

Discussion/Reflection Prompts

- How do assessment evidence, external accreditation changes, support the unit's recommendations and decisions to maintain, sustain, change or grow programs?
- How do student enrollment and completion data support the unit's recommendations and decisions to maintain, sustain, change or grow programs?
- How does faculty data (e.g., faculty teaching loads, credit hours taught, number of full-time and part-time faculty) support the unit's recommendations and decisions to maintain, sustain, change or grow programs?
- How do shifts in the discipline, or trends in the discipline support the unit's recommendations and decisions to maintain, sustain, change or grow programs?
- How do market trends, graduates' placement (service or graduate school), support the unit's recommendations and decisions to maintain, sustain, change or grow programs?
- What changes to the unit's current resource allocations could be made to maintain, sustain, change or grow programs?