Academic Program Review — Self Study Template

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<td>Mission</td>
<td>Weave/Catalog Chair</td>
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1. Introduction:

- Mission (This mission should match or complement those stated in annual Institutional Effectiveness Reports)

2. Overview:

- Strengths/distinctiveness in comparison to peer and aspirant peer departments/programs Chair
- Opportunities for improvements and change Chair

3. Brief description of action plan outcomes from the previous APR report Chair

2. Credentials (degrees – major/minor, certificate)

   Descriptions and Student Learning Outcomes:

   Assessment and Improvement:

   - Undergraduate majors and minors
     1. Brief description of each major and minor Catalog Chair
     2. Summary of WeaveOnline reports Weave Chair
     a. Student Learning Outcomes Weave Chair
     b. Curriculum maps for each major Department Chair
     c. Brief description of assessment methods Weave Chair
     d. Actions taken and improvements made to majors as a result of assessment, provide examples Weave Chair

   - Graduate degrees and certificates
     1. Brief description of each degree, diploma, or certificate Catalog Chair
     2. Summary of WeaveOnline reports Weave Chair
     e. Student Learning Outcomes Weave Chair
     f. Curriculum maps for each major Chair
     g. Brief description of assessment methods Weave Chair
     3. Actions taken and improvements made to majors as a result of assessment, provide examples Weave Chair
     4. Improvements to minors (if applicable) Weave Chair
     5. Budgets associated with revenue-producing degrees including use of net revenue Budget & Finance Henry
     6. Description of graduate assistant duties and resources (e.g., stipends) Department Chair

3. Program Health

   - Library Holdings Libraries Area Librarian
     1. With assistance by SMU Librarians, include an assessment of holdings related to the discipline and how it compares to aspirant universities.

   - Research Department Chair
     1. Actions taken and improvements made, provide examples. In particular comment on how research contributes to continuous improvement in undergraduate and graduate degrees

   - Teaching Department Records Chair
     1. Assessment of teaching quality (evaluations, faculty visits, student evaluations, teaching portfolios)

   - Faculty Development Department Chair
     1. Faculty Development Outcomes (2-4 outcomes, e.g., mentoring, adherence to promotion and tenure guidelines, hiring practices)
     2. Brief description of assessment methods
     3. Actions taken and improvements made, provide examples

   - Service
     1. Service Expectations (e.g., committee participation, student support) Department Chair
2. Brief description of assessment methods

3. Actions taken and improvements made, provide examples. In particular comment on how departmental service contributes to the success of undergraduate and graduate admissions.

- **General Education**
  - Gen Ed Office
  - Moore delegate

- **Continuing Education**
  - CAPE
  - Mielke delegate

4. Program Direction – As you prepare to map out the program’s directions over the next seven years, keep in mind the information provided above; (b) the goals and aspirations the faculty have for the program; and (c) the resources currently available. Please frame your answers to the following questions within the context those guidelines provide. How will the answers to the questions you intend to pose to the external reviewers shape your responses to the following queries?

- Describe the unit’s goals (e.g., changes to or enhancements of outcomes listed previously) and the plan for achieving them over the next seven years. The plan should be within the context of current university resources. The plan may reference resources that the unit will generate through its own activities.
  - Department
  - Chair

- The plan should be consistent with any previously developed unit plan, the SMU Strategic Plan and, where applicable, the school or college strategic plan. The planning report should include at least the following elements:
  1. A description of the planning process in the unit
  2. Goals and strategies
  3. Timetable and implementation plan
  4. Questions the program asks the review team to give particular attention

- In some cases it may be determined that the appropriate action is to terminate the program. In that case the program plan should consist, as appropriate, of a description of how the program will be wound down including how students currently in the program will be accommodated, how tenured faculty associated with the program will be rehoused, how tenure-track faculty will be accommodated and what can be done for lecturers.

5. Appendix - Program Data (five years of data where appropriate):

- Enrollments
  - Institutional Research
  - Ramachandra

- Numbers of majors and minors, time to degree, placement (as available).
  - Institutional Research
  - Ramachandra

- Numbers of masters, placement, revenue (as available).
  - Institutional Research
  - Ramachandra

- SAT/ACT/GRE scores of admits (as available), number of publications, placement.
  - Enrollment Services
  - Davis

- Hiring diversity.
  - Human Resources
  - Roark

- Faculty size at each rank; tenure and promotion guidelines; number of leaves; numbers of adjuncts and lecturers.
  - Institutional Research
  - Ramachandra

- External funding.
  - Research Support
  - Quick

- Alumni participation and giving.
  - Development
  - Headley

- Program strategic plan, if available.
  - Department
  - Chair

- Budget(s) for all programs and instructional activities
  - Budget & Finance
  - Henry

- Faculty Current CVs
  - AP Academic Affairs
  - King