

Academic Program Review — Self Study Template	Data Source	Responsible
<p>Each academic program/department will use the same outline, template and sharespace to assemble Academic Program Review Documents. To assist departments and programs, as much information as possible will be generated by SMU academic and administrative support offices and loaded into the sharespace in formats that will be easily included into final generated reports.</p>		
<p>Most support offices only have time in the summer to prepare these data and/or reports. Therefore, those documents will be loaded into the sharespace during the summer months for those programs being evaluated in the upcoming Fall and Spring. Individual programs and departments do not need to contact the support units generating data.</p>		
<p>1. Introduction:</p>		
<ul style="list-style-type: none"> • Mission (This mission should match or complement those stated in annual Institutional Effectiveness Reports) 	Weave/Catalog	Chair
<ul style="list-style-type: none"> • Overview: 		
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Strengths/distinctiveness in comparison to peer and aspirant peer departments/programs 		Chair
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Opportunities for improvements and change 		Chair
<ul style="list-style-type: none"> • Brief description of action plan outcomes from the previous APR report 		Chair
<p>2. Credentials (degrees – major/minor, certificate) Descriptions and Student Learning Outcomes: Assessment and Improvement:</p>		
<ul style="list-style-type: none"> • Undergraduate majors and minors 		
<ul style="list-style-type: none"> <ul style="list-style-type: none"> 1. Brief description of each major and minor 	Catalog	Chair
<ul style="list-style-type: none"> <ul style="list-style-type: none"> 2. Summary of WeaveOnline reports 	Weave	Chair
<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> a. Student Learning Outcomes 	Weave	Chair
<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> b. Curriculum maps for each major 	Department	Chair
<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> c. Brief description of assessment methods 	Weave	Chair
<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> d. Actions taken and improvements made to majors as a result of assessment, provide examples 	Weave	Chair
<ul style="list-style-type: none"> • Graduate degrees and certificates 		
<ul style="list-style-type: none"> <ul style="list-style-type: none"> 1. Brief description of each degree, diploma, or certificate 	Catalog	Chair
<ul style="list-style-type: none"> <ul style="list-style-type: none"> 2. Summary of WeaveOnline reports 	Weave	Chair
<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> e. Student Learning Outcomes 	Weave	Chair
<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> f. Curriculum maps for each major 		Chair
<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> g. Brief description of assessment methods 	Weave	Chair
<ul style="list-style-type: none"> <ul style="list-style-type: none"> 3. Actions taken and improvements made to majors as a result of assessment, provide examples 	Weave	Chair
<ul style="list-style-type: none"> <ul style="list-style-type: none"> 4. Improvements to minors (if applicable) 	Weave	Chair
<ul style="list-style-type: none"> <ul style="list-style-type: none"> 5. Budgets associated with revenue-producing degrees including use of net revenue 	Budget & Finance	Henry
<ul style="list-style-type: none"> <ul style="list-style-type: none"> 6. Description of graduate assistant duties and resources (e.g., stipends) 	Department	Chair
<p>3. Program Health</p>		
<ul style="list-style-type: none"> • Library Holdings 	Libraries	Area Librarian
<ul style="list-style-type: none"> <ul style="list-style-type: none"> 1. With assistance by SMU Librarians, include an assessment of holdings related to the discipline and how it compares to aspirant universities. 		
<ul style="list-style-type: none"> • Research 	Department	Chair
<ul style="list-style-type: none"> <ul style="list-style-type: none"> 1. Actions taken and improvements made, provide examples. In particular comment on how research contributes to continuous improvement in undergraduate and graduate degrees 		
<ul style="list-style-type: none"> • Teaching 	Department Records	Chair
<ul style="list-style-type: none"> <ul style="list-style-type: none"> 1. Assessment of teaching quality (evaluations, faculty visits, student evaluations, teaching portfolios) 		
<ul style="list-style-type: none"> • Faculty Development 	Department	Chair
<ul style="list-style-type: none"> <ul style="list-style-type: none"> 1. Faculty Development Outcomes (2-4 outcomes, e.g., mentoring, adherence to promotion and tenure guidelines, hiring practices) 		
<ul style="list-style-type: none"> <ul style="list-style-type: none"> 2. Brief description of assessment methods 		
<ul style="list-style-type: none"> <ul style="list-style-type: none"> 3. Actions taken and improvements made, provide examples 		
<ul style="list-style-type: none"> • Service 		
<ul style="list-style-type: none"> <ul style="list-style-type: none"> 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
1. Briefly describe contributions made to the general education of undergraduates (if relevant)		
• Continuing Education	CAPE	Mielke delegate
1. Briefly describe contributions made to continuing education		
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:	Department	Chair
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	Ramachandra
• Hiring diversity.	Human Resources	Ramachandra
• Faculty size at each rank; tenure and promotion guidelines; number of leaves; numbers of adjuncts and lecturers.	Institutional Research	Ramachandra
• External funding.	Research Support	Lunt
• 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	Chair