Southern Methodist University

SMU MISSION: Southern Methodist University will create, expand, and impart knowledge through teaching, research, and service, shaping world changers who contribute to their communities and excel in their professions in a global society. Among its faculty, students, and staff, the University will cultivate principled thought, develop intellectual skills, and promote an environment emphasizing individual dignity and worth. SMU affirms its historical commitment to academic freedom and open inquiry, to moral and ethical values, and to its United Methodist heritage.

Academic Program Review Rubric

APR MISSION: The purpose of Academic Program Review is to evaluate a program's alignment with and contribution to SMU's Strategic Plan goals of enhanced academic quality and improved teaching and learning, while exercising responsible fiscal stewardship.

In the periodic review, programs and departments are reviewed every seven years. Program review follows the adoption of the ten-year Strategic Plan and provides each department with the opportunity to reflect on its programs; review its internal methods for assessment and program improvement; review trends in enrollment, graduation, student achievement, and resources; and outline plans for the upcoming years.

Each department will submit the program review document, which will be reviewed using the rubric below. The resulting analysis will be provided to the Deans, Vice Presidents, and the Provost to assist them in strategic decision making and resource allocation.

SECTION 1: INTRODUCTION					
ITEM	ABSENT	BEGINNING	DEVELOPING	ACCOMPLISHED	EXCELLENT
MISSION Alignment with university mission and strategic plan	Program has no mission, or, mission is not at all aligned with the university mission and strategic plan	Program mission is somewhat aligned with the university mission and strategic plan	Articulated mission but alignment is incomplete and/or mission is not integral to the strategic plan	Program mission is well-aligned with the university mission and strategic plan; many of the goals and the objectives of the strategic plan are manifest in the program	Mission is well-aligned and is periodically reviewed with the alignment to university mission and strategic plan
QUALITY AND DISTINCTIVE DIFFERENCE Program quality, distinctiveness, and recognition	Program lacks examples of recognition for quality; is not uniquely distinct	Program identifies one or two areas of quality but no quantifiable evidence of distinction.	Program has three or more examples of recognition for quality, and has at least one distinct element.	Program has as many as five examples of recognition for quality and can identify multiple areas of distinction.	Program shows evidence of national and/or international recognition for excellence and has offerings very different from competitors.
OBSTACLES	Possible or existing obstacles were not discussed.	Obstacles were referred to without clarity or illustration of understanding of the reasons obstacles exist.	Obstacles were discussed clearly but department does not understand the cause or offer possible solutions.	If obstacles are present, the program shows a clear understanding of the obstacles and attempts to offer scale of the problems for further discussion.	If present, obstacles were clearly delineated in such a way as to provide leadership with clear understanding of issues as well as possible paths toward solutions.
OPPORTUNITIES Program opportunities for improvement or change.	Areas of improvement not addressed	Provides area of improvement but offers no plans for the improvement	Provides areas and plans for improvement	Provides plan and specific timeline and outcomes for improvement and growth	Provides plan for improvement, timeline and outcomes, and aligns with strategic plan
ACTION PLAN	Program does not offer a plan for the next 5-7 years.	Program speaks of the future but does not delineate a cogent plan.	Program offers a sketch of future plans but does not have a clear plan.	Program offers a plan for the future but does not offer possible solutions or methods to alleviate.	Program offers one or more clear salient plans for future improvements and direction.

SECTION 2: CREDENTIALS					
ITEM	ABSENT	BEGINNING	DEVELOPING	ACCOMPLISHED	EXCELLENT
UNDERGRADUATE DEGREE: (Use one rubric per degree program)					
OUTCOMES Learning outcomes and assessment	Program has not articulated clear program learning outcomes	Program has outcomes but they are not clear or measurable	Program has learning outcomes but has not yet defined assessment plan or has not acquired assessment data. Assessment plan or data is lacking	Program has measurable learning outcomes, a plan for assessment, has gathered data, and has used data to improve the program	Program has measurable learning outcomes that describe the level of mastery expected, mapped to curriculum, a mature assessment and improvement program are in place and are aligned with school, university, and professional organizations
MAPPING SLOs delivery, reinforcement and mastery mapped through curriculum	No mapping of SLOs to curriculum provided in the report.	Curriculum has considerable gaps where SLOs are not delivered	Some gaps in curriculum where few SLOs are not delivered. Introduction, Reinforcement, and Mastery of SLOs are presented, but not all SLOs are receiving equal weight	No gaps in curriculum and all SLOs introduced, reinforced and mastered.	Evidence of curriculum mapping to build learning opportunity. Explicit connections across courses
ASSESSMENT Methods, reports and improvements of SLOs and PLOs	No methods or reports provided	Not all outcomes have associated methods of data collection	Some methods not appropriate to gauge outcome	All methods are appropriate to gauge outcomes and described in sufficient detail	All outcomes have associated methods of data collection; Uses both direct and indirect methods and multiple measures to assess success and to address improvement
IMPROVEMENT Changes made over time based on assessment.	Areas of improvement not addressed	Provides area of improvement but offers no plans for the improvement	Provides areas and plans for improvement	Provides plan and specific timeline and outcomes for improvement and growth	Provides plan for improvement and aligns with strategic plan
UNDERGRADUATE ENROLLMENT	No rationale for size of student body in the program.	Enrollment steady but appears under or oversized for number of faculty.	Enrollment has remained stable for several years, and is relative in scale to other similar departments.	Enrollment has clearly followed strategic plan for growth or reduction and that is in line with stated goals for improvement.	Enrollment has clearly followed strategic plan for growth or reduction and that is in line with stated goals for improvement and is comparable to aspirant institutions and in line with strategic plans

MAJORS/MINORS	Informative description of major/minor not provided	Informative description of majors/minors but lacking coherent structure that's easy for students to accomplish	Informative description of majors/minors but unclear pathways or structure.	Program defines a distinctive educational experience for majors and minors. Is probably achievable in a reasonable amount of time	Program defines a distinctive educational experience for majors and minors. Is clearly achievable in a reasonable amount of time
IMPROVEMENT to MINORS (if applicable) Changes made over time based on assessment.	Areas of improvement not addressed	Provides area of improvement but offers no plans for the improvement	Provides areas and plans for improvement	Provides plan and specific timeline and outcomes for improvement and growth	Provides plan for improvement and aligns with strategic plan
ADMISSION QUALITY	No clear articulation about expected quality of incoming students	Admissions standards are stated but not consistently followed	Admissions standards are stated and appear to be consistently followed but are not competitive with aspirants institutions	Admission standards are high and consistently followed but have not been reviewed within the last five – seven years.	Admissions standards are high, consistently followed and are regularly reviewed for excellence and are competitive with peers.
DEGREES & TIME TO DEGREE	No graduates	UG 6-year graduation rate below 75% GR program time to degree are inconsistent or too long	UG 6-year graduation rate 75-84% GR program time to degree is average and somewhat consistent	UG 6-year graduation rate 85-90% GR program time to degree is good when compared to peer programs	UG 6-year graduation rate above 90% GR program time to degree are excellent and at pace or ahead of peer institutions
PLACEMENT	Placement is significantly below institutional placement rate or there is no data	Placement is below institutional placement rate	Placement is on par with institutional placement rate	Placement is higher than institutional placement rate	Placement rate is higher and has maintained rate of placement growth.

SECTION 2: CREDENTIALS

ITEM	ABSENT	BEGINNING	DEVELOPING	ACCOMPLISHED	EXCELLENT
GRADUATE DEGREE (Use one rubric per degree program)					
OUTCOMES Learning outcomes and assessment	Program has not articulated clear program learning outcomes	Program has learning outcomes but they are not clear or measurable	Program has learning outcomes, but has not yet defined assessment plan or has not acquired assessment data. Assessment plan or data is lacking.	Program has measurable learning outcomes, a plan for assessment, has gathered data, and has used the data to improve the program	Program has measurable learning outcomes that describe the level of mastery expected, a mature assessment and improvement program are in place and are aligned with school, university, and professional organizations.
MAPPING SLOs delivery, reinforcement and mastery mapped through curriculum	No mapping of SLOs to curriculum provided in the report.	Curriculum has considerable gaps where SLOs are not delivered	Some gaps in curriculum where few SLOs are not delivered. Introduction, Reinforcement, and Mastery of SLOs are presented, but not all SLOs are receiving each experience	No gaps in curriculum and all SLOs are introduced, reinforced and mastered.	Evidence of curriculum mapping to build learning opportunity. Explicit connections across courses
ASSESSMENT Methods, reports and improvements of SLOs and PLOs	No methods or reports provided	Not all outcomes have associated methods of data collection	Some methods not appropriate to gauge outcome	All methods are appropriate to gauge outcomes and described in sufficient detail	All outcomes have associated methods of data collection; Use both direct and indirect methods to address improvement
IMPROVEMENT Changes made over time based on assessment.	Areas of improvement not addressed	Provides area of improvement but offers no plans for the improvement	Provides areas and plans for improvement	Provides plan and specific timeline and outcomes for improvement and growth.	Provides plan for improvement and aligns with strategic plan
BUDGETS	No clear discussion of budget or plans for managing	Budget in place but no little discussion as to how it is managed for efficiency or effectiveness	Budget in place, allows for appropriate number of faculty/staff but no strategic plan for management	Budget is in line with similar programs within the school, managed appropriately, works within the strategic plan and honors goal ___ of SMU's strategic plan.	Budget is in line with similar programs within the school, managed appropriately, allows for faculty development, provides some flexibility for adjunct hiring. And honors goal ___ of SMU's strategic plan.
GRADUATE ASSISTANTS ****	There is a graduate program but no graduate assistantships.	Graduate assistants are available but it is unclear as to the planning or	Graduate assistants are assigned and helping with the work of the program	Graduate assistants are in numbers appropriate to the size of the graduate	Graduate assistants are in numbers appropriate to the size of the graduate

		assignments for best function of the program.	but efficiencies and/or more effective assignments could be made. Funding is reliant on central revenue.	program, are assigned to best assist with the work of the department/program. Funding and assignments could use clarification or tracking	program, are assigned to best assist with the work of the department/program and are clearly identified and tracked in fiscal records.
GRADUATE ENROLLMENT	No new students or no rational for the size of study body in the program	Enrollment steady but appears under or oversized for number of faculty	Enrollment has remained stable for several years, and is relative in scale to other similar departments	Enrollment has clearly followed strategic plan for growth or reduction in line with stated goals for improvement	Enrollment clearly followed strategic plan for growth or reduction and that is in line with stated goals for improvement and is comparable to aspirant institutions and in line with strategic plans
MAJORS/MINORS	Informative descriptions of majors/minors not provided	Informative description of majors/minors but lacking coherent structure that's easy for students to accomplish	Informative description of majors/minors but unclear pathways or structure	Program defines a distinctive educational experience for majors and minors. Is probably achievable in a reasonable amount of time	Program defines a distinctive educational experience for majors and minors. Is clearly achievable in a reasonable amount of time.
ADMISSION QUALITY	No clear articulation about expected quality of incoming students	Admissions standards are stated but not consistently followed	Admissions Standards are stated and appear to be consistently followed but are not competitive with aspirant institutions	Admission standards are high and consistently followed but have not been reviewed within the last five - seven years.	Admission standards are high, consistently followed and are regularly reviewed for excellence and are competitive with peers
DEGREES & TIME TO DEGREE	No students or substantial number of students do not complete degrees	GR program time to degree are inconsistent or too below national average	Time to degree is at parity with national average and consistent	Time to degree is above national average and approaching aspirant institutions	Time to degree is excellent, significantly above national average and on par with aspirant institutions
PLACEMENT	Placement is significantly below institutional placement rate or there is no data	Placement is below institutional placement rate	Placement is on par with institutional placement rate	Placement is higher than institutional placement rate	Placement rate is higher and has maintained rate of placement growth.

**** Not all graduate programs employ graduate assistants, nor is it expected that all programs should.

SECTION 3: OVERALL PROGRAM/DEPARTMENT HEALTH					
ITEM	ABSENT	BEGINNING	DEVELOPING	ACCOMPLISHED	EXCELLENT
LIBRARY HOLDINGS	Library report shows little or no depth in subject area	Library report shows minimal support in subject area	Library report shows holdings generally the same as peer cohort institutions	Library report shows holdings generally more in depth than peer cohort institutions and is considered adequate by program faculty	Library reports shows holdings at pace with aspirant institutions and is considered superior by program faculty
FACULTY SIZE & RANK	There are no full-time faculty in the program	Faculty to student ratio is not on par with national norms for the discipline and lags behind peer, aspirant and Colonial Group institutions.	Faculty to student ratio is on par with national norms for the discipline but may lag behind peer, aspirant and Colonial Group institutions.	Faculty to student ratio is on par with national norms for the discipline, and in line with peer cohort but may lag behind aspirant institutions.	Faculty to student ratio is on par with national norms for the discipline and on par with aspirant institutions.
HIRING DIVERSITY (women, faculty of color, and other)	No diverse representation, no plans or established initiatives to grow	No diverse representation, but has articulated plans to grow	Diversity representation below aspirational institutions, but has established initiatives to grow	Diversity representation in parity with aspirational institutions	Diversity representation exceeds aspirational institutions
FACULTY DEVELOPMENT	There is not a clear plan or oversight for faculty development.	There is some mentoring of junior faculty, some thought about senior faculty growth. Non TT faculty, adjuncts and graduate students are not regularly reviewed for teaching excellence.	There is casual mentoring of junior faculty, growth for senior faculty if possible. Non TT faculty, adjuncts and graduate students evaluated regularly for teaching excellence.	There is a program for mentoring of junior faculty, growth for senior faculty if possible. Non TT faculty, adjuncts and graduate students evaluated regularly for teaching excellence.	There is a clear and strategic program for mentoring of junior faculty, continued growth for senior faculty. Non TT faculty, adjuncts and graduate students are closely monitored for teaching excellence.
SCHOLARSHIP	No evidence of faculty scholarship	Department demonstrates faculty scholarship by providing examples of excellence in a few faculty	Department demonstrates faculty scholarship by providing examples of achievement in most tenure track faculty	Department provides multiple examples to demonstrate faculty excellence among all tenure track faculty	Department provides multiple examples to demonstrate faculty excellence among all tenure track faculty at the national and/or international levels
EXTERNAL FUNDING * External Funding Expenditures	No external funding	Faculty to external funding ratio does not meet national norms	In top 25% of faculty to external funding ratio in the college OR the top 50% in the university	In top 25% of faculty to external funding ratio in the college AND the top 50% in the university	In the top 10% of faculty to external funding ratio in the college and university

FACULTY WORK LOAD	There does not seem to be strategic thought in assigning faculty load.	Faculty work load is not balanced or not in line with SMU Policy 6.2. There is too much reliance on adjuncts, non TT, and/or graduate students to fill teaching roles.	Faculty work load allows most TT faculty time for service and research and some exposure to a broad group of students. Non TT faculty teaching are pressed into service and the use of adjunct faculty is fairly heavy.	Faculty work load generally allows TT faculty time for service and research while insuring that all students have some exposure to both junior and senior TT faculty. Non TT faculty carry heavier teaching and the use of adjunct faculty is moderate or well justified.	Faculty work load is carefully calibrated to allow TT faculty time for service and research while insuring that all students have excellent exposure to both junior and senior TT faculty. Non TT faculty carry heavier teaching loads and the use of adjunct faculty is carefully monitored.
TEACHING Faculty Teaching Excellence	Program has no evidence or examples of faculty excellence	Program has some evidence, examples of faculty teaching excellence	Program has a good number of examples of faculty teaching excellence	Program has a good number of examples of faculty teaching excellence and some faculty are repeatedly cited for excellence	Program has a history of awards of excellence or teaching evaluations above the SMU average
SERVICE	Program has no evidence or examples of service to the department, school, university and/or profession	Program has no evidence or examples of service to the department, school, university and/or profession	Program has average evidence or examples of service to the department, school, university and/or profession	Program has above average evidence or examples of service to the department, school, university and/or profession. Program may have some faculty who are recognized as excellent university citizens.	Program has longstanding and excellent evidence of service, to the department, school, university and/or profession. Program faculty are often recognized as exemplary university citizens
GENERAL EDUCATION **	The program does not contribute to the teaching of general education courses	The program minimally contributes to teaching of general education courses	The program contributes in an average amount to general education courses	The program contributes large numbers of service courses to the general education curriculum	The program is an integral partner in delivering core elements of the general education curriculum.
CONTINUING EDUCATION •••	No Continuing Education participation	Some or failed CAPE programs or participation	Some CAPE participation and some revenue recovered	Strong CAPE participation and healthy revenue recovered	Launched or continuing robust program growth via CAPE with excellent revenue recovery
ALUMNI	Alumni do not participate in giving or any institutional involvement	Alumni participation and giving is minimal to below average	Alumni participation and giving is average and stable	Alumni participation and giving is above average and/or has increased	Alumni participation and giving is an exemplar for the university.
BUDGET	No clear discussion of budget or plans for managing	Budget in place but no little discussion as to how it is managed for efficiency or effectiveness	Budget in place, allows for appropriate number of faculty/staff but no	Budget is in line with similar programs within the school, managed appropriately, works	Budget is in line with similar programs within the school, managed appropriately, allows for

			strategic plan for management	within the strategic plan and honors goal ___ of SMU's strategic plan.	faculty development, provides some flexibility for adjunct hiring. And honors goal ___ of SMU's strategic plan.
FACULTY CREDENTIALS	Majority of faculty do not possess terminal degree in the subject area and documentation of credentials for non-degreed faculty are missing.	Some faculty possess terminal degrees in the discipline in which they are teaching. There may be an over reliance on faculty without credentials or there is not enough documentation to illustrate accumulated expertise of faculty. There are mismatches between expertise and subject matter or level being taught.	Many of the faculty hold terminal degrees in the discipline in which they are teaching OR there are records of their accumulated expertise that document they are credentialed to teach in the discipline. There may be some mismatch with course levels being taught	Most faculty hold terminal degrees in the discipline in which they are teaching OR there are records of their accumulated expertise that document they are credentialed to teach in the discipline and at the level of classes for which they are the Instructor of Record	All faculty hold terminal degrees in the discipline in which they are teaching or there are clear records of their accumulated expertise that document they are credentialed to teach in the discipline and at the level of classes for which they are the Instructor of Record

* In some instances, there is not external funding available in the discipline's subject area. Excellent scholarship is not solely defined by external funding in these areas and will not be assessed as necessary to achieving excellence in academic scholarship.

** It is not required that departments and/or stand-alone academic programs participate in SMU's General Education Curriculum. This does not affect program excellence unless it is a goal or requirement within that discipline.

*** It is not a requirement that departments and/or stand-alone programs participate in SMU's Continuing and Professional Education Programs. It is the choice of the department/program to participate as a means of revenue generation.

SECTION 4: FUTURE DIRECTION					
ITEM	ABSENT	BEGINNING	DEVELOPING	ACCOMPLISHED	EXCELLENT
OVERVIEW Strategic, achievable, plan for the next 5-7 years.	There is not a plan for moving the program forward	The is some discussion of future improvement but it is not tied to time, resources or people responsible	There is a plan for improvement but it may lack, clarity, coherence, or inclusivity	The 5-7 year plan is clear and achievable and works to include all members of the department	The 5-7 year time frame fits the strategic, achievable plan that can be accomplished by the collective members of the department
PROCESS	The program does not appear to have a coherent or regular planning process	There is a regular planning process, but it is unclear how it is articulated to faculty, staff, students and/or administration	There is a regular planning process, it is discussed among faculty but may not be shared with students or administration	There is a clear and regular planning process agreed upon by faculty and relayed to students, staff and administration. It may be lacking in one of these areas.	There is a clear, well timed, and collaborative process for improvement and/or growth as well as a record of regularly informing and seeking advice from administration
GOALS	Long-term goals are not present	Long-term goals may be present but are over optimistic or do not show initiative for improvement	Long-term goals are present and clear, and are achievable but lack good description at to path forward	Long-term goals are present and clear, and are achievable. There are strategies and plans to achieve goals.	Long-term goals are clear, tied to the strategic plan, have clearly outlined strategies, and implementation plan
TIMELINE	No timeline articulated	A soft timeline is present but may lack specifics and/or accountability	A timeline is present but may lack specifics and/or accountability or clearly detailed items or phases	Clear, timeline that is achievable. Responsibilities for each item or phase are discussed but perhaps not completely well articulated	Clear, precise timeline that is achievable. Responsibilities for each item or phase is clearly mapped out