



UNIVERSITY OF
SOUTH DAKOTA

Department

Date

USD Department Self-Study Template

All academic departments must periodically compile comprehensive self-study reports as part of the university's program review process. While externally-accredited units should use the self-study forms prescribed by their accreditors, all non-accredited units must complete their self-study reports using the following template.

The required elements of department self-study reports are spelled out in SDBOR Administrative Guidelines 4.2. Consequently, this form contains one open-response text box for each item articulated in board guidelines. When completing this form, please observe the following:

- 1) For each item, please limit your response to the visible space provided (approximately 600 words per item). Any entered text that overruns the provided space will not print, and will not be seen by readers.
- 2) Any supporting visuals (e.g., diagrams, charts, tables) should be attached separately, and should not be pasted into this form.
- 3) On each page, tips for answering the section have been added in the text box. These should be deleted as you type in your response.

Once completed, this form should be submitted to the Office of Institutional Research, Planning & Assessment (IRPA). After submission, IRPA staff will compile information from this form and all supporting documentation into a single report that will be forwarded to external reviewers.

For additional information about the university's program review process, see the USD Program Review Handbook.

Introduction:

Describe the departmental programs under review, including undergraduate/graduate majors, specializations, minors, and certificates offered; the research, scholarship and creative activity conducted (including amount of funded research expenditures per annum since the last review); the outreach, engagement and service activities provided both within the university and externally. This should include a summary of offerings via distance education and university centers or other off-site locations.

Mission Centrality:

The institutional mission is the basis for strategic planning and priority setting. Provide data and evidence demonstrating how the program supports the mission, vision and strategic goals of the University.

A. Clearly state the department's mission, strategic goals, and the student learning outcomes for the programs, and explain how faculty and students are made aware of them. Include a copy of the department strategic plan.

Mission Centrality:

B. Explain how the department contributes to other departments and programs (undergraduate, graduate, and student support) across campus. If the department plays a significant role in supporting other areas, provide a brief description of the extent, including identifying the supported programs.

Mission Centrality:

C. Include detailed placement data for graduates (bachelors, master's, and doctoral) for the most recent three to five years. Indicate if graduates are working in discipline-related fields. State whether the departmental program(s) is(are) meeting state, regional, national and international employment needs and include labor market projections for likely careers pursued by graduates (if available).

Mission Centrality:

D. Explain how the departments outreach, community service, and other external linkages support the cultural, educational, and economic development of the state and region. Topics may include how the department serves the state and region beyond producing graduates, the benefits of any linkages to PK-12 education, and formal and informal linkages with external communities, groups, or organizations and related benefits.

Quality:

Provide data, evidence, and explanation addressing whether the program(s) in the department is(are) of high quality.

A. Demonstrate the department's commitment to creating an environment that engages students in their learning, including encouraging students to critically explore multiple and diverse perspectives. The intent of this item is to recognize that alternative points of view exists in all fields, including competing theories, methodologies in research and practice, and ethical decisions related to application of knowledge.

Quality:

B. Describe the classroom-based and co-curricular activities designed to develop the ability to understand the discipline from different perspectives (and provide copies of syllabi). Describe practical learning experiences (internships, field experiences, service learning, research opportunities, practica, etc.) that contribute to student engagement. Explain the use of technology and other tools used in student learning.

Quality:

C. Describe the use and availability of library resources by students and faculty, including identifying any trends in library publications and journals that demonstrate how the collection has changed over the past three to five years.

Quality:

D. Demonstrate the curriculum is contemporary and coherent, appropriately representing the breadth and depth of the discipline. In this section, describe curricular changes made in the last seven years and the data sources and process used for reviewing and updating curriculum.

Quality:

E. Demonstrate well-developed program assessment processes, including measurable student learning outcomes based on commonly accepted disciplinary standards. Explain the use of assessment data in improving programs (undergraduate and graduate) and student learning. Demonstrate assessment employs multiple measures to evaluate learning outcomes and that assessment processes are consistent, continuous, formalized, and documented. Explain how student learning outcomes remain current with disciplinary standards, how assessment data are shared with faculty, how curriculum changes are made and what differences any changes have made in student learning?

Quality:

F. Demonstrate the department promotes equity, diversity, and inclusiveness and values multiple perspectives, including race, gender, sexual orientation, socio-economic status, ethnicity, age, and disability in recruitment and retention of students (undergraduate and graduate), staff and faculty, and the content and delivery of the curriculum.

Quality:

G. Demonstrate department faculty and instructional staff are current in their disciplines and use current knowledge and strategies to engage students in active learning. Demonstrate the department utilizes the scholarship of teaching and learning and that learning activities include evidence-based instructional practices. Explain how faculty are remaining current in their disciplines, how the department promotes these efforts, and how professional development plans assist in the development of needed knowledge and skills.

Quality:

H. Demonstrate the department's faculty members have been and continue to be productive scholars, researchers, and/or creative artists in ways that support the institution's mission. Provide 3-5 years of evidence of scholarly engagement, including peer-reviewed publications, performances, exhibitions, and funded research expenditures per annum for faculty who support the program. Describe how faculty members recognize the importance of engaging students in collaborative scholarly activities and creative projects as a critical component of learning. Provide 3-5 year of evidence of graduate student research productivity including theses, dissertations, co-authored papers, etc.

Quality:

I. Demonstrate the program unit uses academic advisors who support student learning. Explain the process for assigning and assessing advising responsibilities. Provide 3-5 years of information on faculty who advise graduate students, the number of advisees and the number of graduates in each year.

Quality:

J. Demonstrate the department contributes in a unique way to the university's identity and distinctiveness through its teaching, research, scholarship, creative activity, and service.

Quality:

K. Demonstrate the department has sufficient staffing to provide effective continuity and stability in consideration of the number and longevity of faculty, professional staff, and career service. Explain how the department is positioning itself to hire personnel with the expertise in strategic areas. Provide a list of faculty by name, year of hire, rank, area/s of expertise as well as career service and professional staff members.

Quality:

L. Demonstrate the department has sufficient facilities (classrooms, laboratories, etc.) and equipment to provide effective teaching, learning, and research environments.

Cost:

Provide information showing the department as financially viable yet cost efficient. Provide a copy of the program budget (revenues and expenses), including personnel, operations, and maintenance costs, as well as supplemental revenues. Provide separate revenue/expenses for off-campus or self-support faculty and staff. Provide and review 3-5 years of data, including analyzing for trends.

A. Provide the number of instructional faculty and graduate teaching assistants in the program(s) for the department. Provide the number of student credit hours generated at the graduate, upper-division (300-400 level), lower-division (100-200 level) levels. Provide the credit hours generated for pre-general education courses if applicable.

Cost:

B. Provide the number of self-support student credit hours generated at off-campus sites (e.g., university centers) or through distance education. Provide the total credit hours generated per full-time equivalent (FTE) instructional staff.

Program Productivity:

Demonstrate the department's productivity. Provide enrollment figures from most recent census figures for fall semester for programs within the department. Provide the number of graduates in each degree program per year (based on CIP Code). Outline action steps to strengthen the enrollment and graduation rates for the program(s), including setting specific targets. Programs within the department identified as not meeting the program productivity guidelines may require evaluation again within the next three years.

Future Planning:

Demonstrate a plan for the program's future. Include targets and goals for change and plans to enhance quality and competitiveness based on this evaluation process. Demonstrate a plan for assessing and tracking future success, including identifying 5-10 key benchmarks.