ACADEMIC PROGRAM REVIEW

AY 2025-2026

*Please review your data in the Strategic Alignment dashboard prior to preparing your response. Refer to the Data Crosswalk provided separately to see how the data sets correspond to specific questions below. You may wish to compile additional data specific to your unit or consult with other AIRE dashboards for additional data.*

*Use the space below each question to enter your response.* ***DO NOT DELETE THE QUESTIONS.***

*Attachments (e.g., charts or lists) should be prepared as separate documents.* ***Ideally, this completed SSR form should not exceed 20 pages in length, excluding any attachments****.*

1. **UNIT NAME:**
2. **CHAIR/DIRECTOR:**
3. **SSR PREPARATION PROCESS (**who was involved/consulted, how was the work shared, etc):

**Part A: Self Study**

1. **Centrality of the Unit to Fulfilling the Mission of the University of Kansas. (Mission: We educate leaders, build healthy communities, and make discoveries that change the world).**
	1. How does the unit’s mission and/or strategic plan align with the objectives of [Jayhawks Rising](https://jayhawksrising.ku.edu/) (Student Success, Healthy & Vibrant Communities, and Research & Discovery)?
	2. How do the unit’s graduate and undergraduate degrees and minors (refer to the [Academic Program Definitions Policy](https://policy.ku.edu/provost/academic-program-definitions) as necessary) integrate research and support the mission and strategic plan of the academic unit?
	3. Does your unit have academic or research areas that are unique to the state, region, nation or internationally? Describe.
2. **The Quality of the Unit as Assessed by the Strengths, Productivity, and Qualifications of the Faculty.**

Attach a list of all faculty (tenure stream and career) with current appointments in your unit, including the percentage of appointment. If the percentage of appointment is variable (e.g., part-time lecturers), please note this.

* 1. Choosing measures appropriate for your discipline (e.g., citations, external funding, solo performance, exhibition, awards and recognitions, etc.), provide a brief assessment of your faculty productivity in relation to disciplinary peers. Refer to the Strategic Alignment dashboard, using the Data Crosswalk as a guide, to review specific metrics relevant to this question. Academic Analytics is KU’s benchmarking tool. If you do not wish to use Academic Analytics, you may use an alternative method approved by your Dean. However, benchmarking against peers is still required.
	2. What is your stated faculty instructional workload (e.g., 2:2)? If this varies by type of appointment, please note the instructional workload for each type. Refer to the overall unit trends in SCH per FTE (student credit hours per full time equivalent faculty) in the Strategic Alignment dashboard. How should reviewers understand these trends? How is this workload distributed across tenure stream and Career/Specialty faculty roles?
	3. What percentage of tenure stream faculty are progressing through Promotion and Tenure as expected (as defined by disciplinary standards)? What measures are you taking to support progression for all faculty? Provide up to three examples of professional development opportunities and mentorship structures for tenure stream faculty and Career/Specialty faculty at all levels. *If your unit does not have tenure stream faculty, please respond only to the final question for career/specialty faculty.*
	4. What are you doing to foster a culture of support and belonging for students, faculty, and staff? You may find it helpful to refer to the Strategic Alignment Dashboard and the Data Crosswalk for information on KU opportunity groups.
	5. If applicable to your unit and discipline, provide examples of any community-engaged scholarship. (Please note this is not community outreach, but rather research conducted in collaboration with community members).
1. **The Quality of the Unit as Assessed by its Curriculum and Impact on Students.**
2. Are you in the process of developing any new degrees, discontinuing any current degrees, or changing the mode of delivery of a degree (on-ground, online, hybrid, competency-based)? If so, please indicate the name of the program(s) and the status.
3. Are expectations and requirements for students to complete your programs appropriate? Please review your degree requirements and degree plan for each program as listed in the [catalog](https://catalog.ku.edu/). Is this an accurate and up-to-date reflection of your unit’s expectations? Please explain how the course rotation schedule supports students completing the program within expected timeframes.
4. Does the data in the Strategic Alignment dashboard indicate possible barriers to student progression in the current curriculum? (Refer to the Data Crosswalk for multiple related metrics, including time to degree, DFW rates, and student survey responses). How is the unit addressing any barriers to student progression?
5. Last year you completed a comprehensive degree level assessment for each degree program. Reflecting upon this work, how would you summarize students’ progress toward learning outcomes in your programs? Does this progress vary based on modality (e.g. online vs. on campus) or program location? If so, what are you doing to address this? What revisions are you making to your courses, curricula, and learning experiences? What has been the result or impact?
6. What strategies does your unit use to ensure that the curriculum and educational experiences are current, engaging, and rigorous? Do student survey results (see the Strategic Alignment Dashboard and Data Crosswalk) or other available data suggest areas where you are especially effective or opportunities for improvement? Consider the following:
* Measures of quality used in curriculum development (e.g., Quality Matters [online offerings], disciplinary standards, etc.)
* Use of effective teaching practices and innovations (including but not limited to: course caps, average class size, use of appropriate technology, capstone course or other experience that requires synthesis of knowledge, high impact practices such as study abroad, internships, or research experiences, use of portfolios).
1. Do student outcomes for graduates of your programs meet your expectations? Refer to the Strategic Alignment dashboard, using the Data Crosswalk as a guide, to review specific metrics relevant to this question. Please address all the following that apply:
	* Rates of employment in the field (include a discussion of what do you consider to be “in field” or an otherwise successful placement)
	* Licensure pass rates
	* Acceptance to graduate programs, professional schools or other special programs as appropriate to your discipline
	* Post-doctoral appointments
	* Student satisfaction as reported in student experience surveys
	* Awards/recognitions/honors (School/College, University, and external awards)
	* Research publications, creative works, or other scholarly productivity
2. How do you ensure that your programs are accessible to a broad demographic of students? What are your measures for access? You may find it helpful to refer to the Strategic Alignment Dashboard and the Data Crosswalk for information on KU opportunity groups.
3. **Effectiveness of Degree Programs**
	1. Referring to data on major enrollment and yield rates in the Strategic Alignment Dashboard, briefly summarize the current state of admissions and enrollments in each of your degree programs. Provide a brief overview of your unit’s enrollment management plan and consider the following:
		* Are you receiving an adequate number of applications for your programs (direct admits and/or graduate programs)?
		* Are you satisfied with your yield rates (the percentage of the students admitted that go on to enroll in your programs)?
		* Based on enrollment trends over the last four years, what actions have you taken to meet/stabilize/increase demand?
	2. Briefly summarize the current state of retention and completion in each of your degree programs. Refer to the Strategic Alignment dashboard, using the Data Crosswalk as a guide, to review specific metrics relevant to this question. Consider the following:
		* How do your retention and completion rates compare to similar disciplines and/or the University rates?
		* What strategies are you employing and what impact have these had on student retention and/or completion?
		* Does your unit have gaps in retention and/or completion rates for students from different demographic groups? What action, if any, are you taking to address these gaps and what changes have you seen as a result?
4. **The Service the Unit Provides to the Discipline, University, and Beyond**
	1. If your unit offers courses in the KU Core 34 or other course offerings for programs outside of your unit, how does this impact recruitment to the major, staffing of courses, and ability to offer required courses in the major?
	2. Provide a description of faculty service to the College/School and University. You may choose to include as a separate document.
	3. Please use this space to document any faculty service beyond the University, to the discipline, profession, State of Kansas, or other entities.

**Part B: Goal Setting and Continuous Improvement**

**Establish 3-5 goals for unit or program improvement that can be accomplished before the start of the next APR cycle.** All goals must be specific, measurable, achievable, relevant to the assessment provided above, and timebound.

* The first three goals are intended to align department efforts with the [**Priority Area of Jayhawks Rising**](https://jayhawksrising.ku.edu/priorities-and-objectives): Student Success, Healthy & Vibrant Communities, and Research & Discovery.
* There is space provided below for two additional, optional goals.
* All goals should be designed to be achieved within three years but may be of shorter duration.
* Goals should be ones that you, as a unit, have some measure of control over. Goals to increase resources are only appropriate if your unit intends to be the one to take actions to create change (an alumni fundraising campaign is under your control; a request for a faculty hire is not).
* Your efforts to achieve these goals will be documented through brief annual goal updates, and reported out in your next APR along with specific outcomes. It is understood that not all goals will be achieved. It is the effort of continuous improvement that is essential.

**With the findings of your SSR in mind, review the** [**Priority Area of Jayhawks Rising**](https://jayhawksrising.ku.edu/priorities-and-objectives) **and identify one goal for each area that aligns with at least one of the metrics indicated below.**

**Goal 1 – Student Success**

Indicate **IN BOLD** one or more indicators to focus on for your Student Success goal:

|  |  |
| --- | --- |
| Undergrad Retention to Year 2 | Yield rates for international students by priority countries |
| Undergrad Completion by Year 4 | Course Enrollment |
| Undergrad Completion by Year 6 | Time to Degree |
| DFW rates | Underutilized Scholarship Funding |
| Enrollment in the Major | Employed in field rate (in region + overall) |
| Yield Rates by Program | Median salary of graduates (per Lightcast 1-5 Year metric)\* |
| Yield Rates by HS GPA Bands | Other Metric:  |

*\*Units choosing this metric may elect to carry the associated goal over to the next APR cycle, thus allowing additional time to see an effect.*

Goal Statement: <Insert single sentence goal; indicate what percentage/count change you wish to see and by what date>.

How do you arrive at this goal and how does it relate to your SSR findings?

Please provide 2-3 strategies that you will use to try to achieve this goal.

Does this goal require any additional resources beyond what is currently available to the unit? (If yes, provide a brief explanation and include source of those funds).

When do you intend to complete this goal? Indicate Spring 2029 or earlier date (goals using median salary metric must choose Spring 2033 or earlier).

**Goal 2 – Healthy & Vibrant Communities**

Indicate **IN BOLD** one or more indicators to focus on for your Healthy & Vibrant Communities goal:

|  |  |
| --- | --- |
| KU students by opportunity groups | # of for-credit community engaged designated courses |
| KU faculty, staff, student employees by opportunity groups | Total student headcount for-credit community- engaged designated courses   |
| % of mandatory/ recommended trainings completed by faculty/staff (e.g., IT, Title IX) | # majors who participated in study abroad |
| % of voluntary faculty turnover | total external funding for faculty-led community-engaged scholarship and/or community support projects |
|  | Other Metric:  |

Goal Statement: <Insert single sentence goal; indicate what percentage/count change you wish to see and by what date>.

How do you arrive at this goal and how does it relate to your SSR findings?

Please provide 2-3 strategies that you will use to try to achieve this goal.

Does this goal require any additional resources beyond what is currently available to the unit? (If yes, provide a brief explanation and include source of those funds).

When do you intend to complete this goal? Indicate Spring 2029 or earlier date.

***\*\*Units in the School of Professional Studies without research faculty may disregard the Research & Discovery Goal Area. Please develop a third optional goal instead.***

**Goal 3 – Research & Discovery**

Indicate **IN BOLD** one or more indicators to focus on for your Research & Discovery goal:

|  |  |
| --- | --- |
| Total R&D expenditures | Proposal success rate |
| Federal funded R&D expenditures  | Publication (articles, books) count per faculty  |
| % of faculty with active awards | # of exhibitions, performances or other relevant indicator for creative disciplines |
| # of proposals submitted annually and total $ amount requested | Other metric:  |

Goal Statement (if applicable, please indicate which faculty will be included in this goal, e.g., TT, clinical):

<Insert single sentence goal; indicate what percentage/count change you wish to see and by what date>.

How do you arrive at this goal and how does it relate to your SSR findings?

Please provide 2-3 strategies that you will use to try to achieve this goal.

Does this goal require any additional resources beyond what is currently available to the unit? (If yes, provide a brief explanation and include source of those funds).

When do you intend to complete this goal? Indicate Spring 2029 or earlier date.

**Units may elect to have up to two additional goals. These are optional.**

**Goal 4 – Optional**

Goal Statement: <Insert single sentence goal; indicate what percentage/count change you wish to see and by what date>.

What indicator(s) will you use to measure progress on your goal (e.g., refer to metric that will be used to measure progress; you may use any metric relating to Jayhawks Rising, any of those contained in the Strategic Alignment Dashboard, or another appropriate metric)?

How do you arrive at this goal and how does it relate to your SSR findings?

Please provide 2-3 strategies that you will use to try to achieve this goal.

Does this goal require any additional resources beyond what is currently available to the unit? (If yes, provide a brief explanation and include source of those funds).

When do you intend to complete this goal? Indicate Spring 2029 or earlier date.

**Goal 5 – Optional**

Goal Statement: <Insert single sentence goal; indicate what percentage/count change you wish to see and by what date>.

What indicator(s) will you use to measure progress on your goal (e.g., refer to metric that will be used to measure progress; you may use any metric relating to Jayhawks Rising, any of those contained in the Strategic Alignment Dashboard, or another appropriate metric)?

How do you arrive at this goal and how does it relate to your SSR findings?

Please provide 2-3 strategies that you will use to try to achieve this goal.

Does this goal require any additional resources beyond what is currently available to the unit? (If yes, provide a brief explanation and include source of those funds).

When do you intend to complete this goal? Indicate Spring 2029 or earlier date.

**This completes the Department’s SSR. Please see the next page for required Dean’s Endorsement.**

**SCHOOL/COLLEGE-LEVEL REVIEW**

*For Dean’s Office Use Only*

Following the unit’s preparation of the Self Study Report, the Dean (or Dean’s designee) conducts their review. This includes:

* Reviewing the report responses and discuss any observations, concerns, or suggestions for changes *with the unit*.
* Reviewing the Goals to ensure they are specific, measurable, realistic, and the most appropriate goals for this unit at this time.
	+ Goals must have a specific target outcome the department is trying to achieve.
	+ If resources are required to achieve a goal, there must be agreement as to how those resources will be provided from unit and/or School/College budgets.
	+ Goals must be mutually agreed upon before submission. It is assumed that in many cases there will be some discussion between the Dean’s Office and the department before finalizing goals. **The Dean’s signature below indicates a commitment to the goals as outlined.**
* Completing the Dean’s Comments section below and submitting the SSR. Submission instructions will be provided via email two weeks prior to the deadline.

**Dean’s Comments**

If this unit did not use Academic Analytics data to benchmark faculty productivity, did you discuss and approve an alternative method for benchmarking?

Please use the space below to provide any additional information or comment you wish to share with Academic Affairs and the University-level review committee.

**Dean’s Endorsement**

I (or my designee) have reviewed the above SSR and discussed any concerns with the unit. I affirm that the goals indicated above are supported by my School/College.

Dean’s Signature Date