Systematic program review provides an opportunity for academic units at KU to reflect on quality achieved and enhancements needed within the context of national trends in their respective fields. Please organize your self-study process to address the following questions: What do we do and why? How well do we do it? What are your plans for program advancement and how will you measure your success?

These questions are followed by suggested topics to help shape your answers. Many of the topics are appropriately addressed at the departmental level; others need to be focused at the level of the separate degree program. For the self study of a particular unit or degree program, feel free to supplement questions and/or data as needed.

1. **What do we do and why do we do it?**
   A. Mission of Unit (please note the date of most recent curriculum review for each degree program)
   B. Unit goals and priorities
   C. Short Mission Statement: “KU has a School of _______ because…”
   (http://www.provost.ku.edu/units/)
   D. Role of unit (within discipline, School/College, Institution; nationally, internationally)
   E. Need and Impact statements (student demand/employer demand for graduates)
   F. Inventory of Instructional Programs (Undergraduate, Graduate programs)

2. **Who does it?**
   Faculty in Profile:
   - Who is doing the teaching?
   - Who is doing the advising/mentoring?
   - What is their workload?

   A. **Quantitative and Qualitative indicators:**
      1) overall counts/FTE
      2) tenure-track, other, GTA
      3) demographics
      4) scholarly output
      5) grants and contracts
      6) awards
      7) graduate faculty status & dissertation chair status and criteria for these designations

   B. **Maintaining Quality**
      1) How are you recruiting and retaining faculty to sustain and enhance program quality?
      2) Given your observation of the median age of the faculty, what is your succession plan?
3. **How well do we do it, and who thinks so?**
   (student profile, program productivity and quality)

   **A. Undergraduate-level**
   1) **Students in Profile** (applicants, admitted and enrolled students, as data are available)
      a. Test scores
      b. Financial support and other recruitment
      c. Demographics (mean age, number of majors)

   2) **Program Productivity**
      a. Distribution of size of classes, advising/mentoring models
      b. Time to degree
      c. Degrees awarded
      d. Credit hour productivity

   3) **Program Quality Outcomes**
      a. Learner outcomes
      b. Satisfaction surveys (class evaluations, senior surveys)
      c. Placement, employer assessments
      d. Student awards
      e. Outreach/engagement and corresponding impact

   **B. Graduate-level**
   1) **Students in Profile** (applicants, admitted and enrolled students)
      a. Test scores
      b. Financial support (scholarships, fellowships, GTAs, GRAs) and other recruitment
      c. Demographics (mean age, number of majors)

   2) **Program Productivity**
      a. Distribution of size of classes, advising/mentoring models
      b. Time to degree
      c. Degrees awarded
      d. Student research productivity (grants and contracts, publications, conference presentations)

   3) **Program Quality Outcomes**
      a. Learner outcomes
      b. Satisfaction surveys
      c. Placement rates, employer assessments
      d. Student awards
      e. Outreach/engagement and corresponding impact
4. **Overall Quality**
   A. **External indicators of quality** (external accreditation, national rankings, faculty recruitment and retention success, faculty awards, national academy membership/national and international status)

   B. **Reflecting on your short mission statement** (“KU has a program in ______ because ...”), give two or three examples of how your program realizes that mission through students, faculty, research or service.

   C. **What is your overall assessment of the quality of the academic programming** in the unit at the present time? In addition, you must rate each degree offered separately using the following scale: exceptional, very good, good, adequate, poor.

<table>
<thead>
<tr>
<th>Exceptional</th>
<th>Performance on this dimension is significantly above the level one would expect to encounter at a state's flagship research and teaching university and this level of performance is readily recognizable by knowledgeable observers external to the department.</th>
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<tbody>
<tr>
<td>Very Good</td>
<td>Performance on this dimension is at the level one would expect to encounter at a state's flagship research and teaching university and this level of performance is readily recognizable to knowledgeable observers external to the department.</td>
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<tr>
<td>Good</td>
<td>Performance on this dimension is at an acceptable level for a state's flagship research and teaching university but there are a few notable areas where improvement is required. This level of performance is readily recognizable to knowledgeable observers external to the department.</td>
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<tr>
<td>Adequate</td>
<td>Performance on this dimension is at a level which can be tolerated in a state's flagship research and teaching university but there are many areas where improvement is required. The deficiencies are readily recognizable to knowledgeable observers external to the department.</td>
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<tr>
<td>Poor</td>
<td>Performance on this dimension is demonstrably below the level which can be accepted in a state's flagship research and teaching university in critical areas. The deficiencies are readily recognizable to knowledgeable observers external to the department.</td>
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</tbody>
</table>

5. **Given your present assessment of program quality, what are your plans to advance the program?**
   A. Strategic plans: targets for change
   B. Plans to enhance quality and competitiveness (especially plans that do not necessitate new resources; optimal size for undergraduate and graduate programs)
   C. Plans for innovation and new initiatives

6. **How will you evaluate future progress and successes?**
   A. Unit Metrics
   B. College Metrics
   C. University Metrics